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AN ANALYSIS OF THE WEEKLY WORK LOAD OF NOVA SCOTIA HIGH SCHOOL PRINCIPALS

BY

REID EDWARDS HARRISON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of the Weekly Work Load of Nova Scotia High School Principals" submitted by Reid Edwards Harrison in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT OF THESIS

The purpose of this study was: (1) to analyze the weekly work load of Nova Scotia high school principals, (2) to study the relationship of various factors to work load, (3) to determine how the principals felt they should distribute their time among their various activities, and (4) to determine what the principals felt were the main hindrances to the desired use of their time.

Suggestions by authors in this field of work were used to determine the various activities comprising the principals' work load. Information was obtained from the principals by means of a questionnaire.

The findings can be briefly summarized. Principals in this study reported an average weekly work load of approximately fifty-two hours. The hourly work load of Nova Scotia high school principals differed little from that of Nova Scotia teachers with the exception that the former spent approximately three hours more on school activities during the weekend than did the latter. Teaching was the most time-consuming of the principals' activities, occupying the principals for slightly more than 25 per cent of their time. The second highest time-consuming activity was Supervision.

As the size of the school increased, the amount of time and the percentage of the total weekly work load devoted by

Summary

The purpose of this study was: (1) to analyze the weekly work load of home health aides in school districts, (2) to study the relationship of various factors to work load, (3) to determine how the workload fell into specific tasks, (4) to ascertain what amount of time aides spent in various activities, and (5) to determine what the principals felt were the major factors in the delivery of this service.

Suggestions in writing in this area of work were used to determine the tasks, and the computation of the principals' work load. Information was obtained from the principals in lieu of a questionnaire.

The findings are in totally unexpected. Principals in this study reported an average weekly work load of approximately fifty-one hours. The average work load of home health aides varied considerably, ranging from that of some aides (working with one exceptional child) who worked approximately three hours each so school activities during the second half of the latter. Teaching was the most time-consuming of the principal activities, occupying the principals six hours (and 25 per cent of their time). The second highest time-consuming activity was supervision.

In the view of the school personnel, the amount of time and the percentage of the total school-aide work time spent devoted to

the principals to Supervision increased. A weak relationship existed between the principalship experience of the principals and their total work load, in that those principals with few years experience had a heavier work load than those principals with many years experience. In all of the activities except Teaching, principals with minor teaching responsibility devoted more time to each activity than did principals with major teaching responsibility.

The principals recommended a decrease in their existing work load to a median of approximately forty-seven hours per week. While recommending a decrease in the amount of time devoted to Teaching and Clerical Duties, the principals also felt that they should spend more time on Supervision and Public Relations. The principals reported a fairly extensive list of factors which they felt were hindrances to the desired use of their time

the principals to supervisory responsibility. A more relationship existed between the principalship experience of the principals and their total work load, in that those principals with few years experience had a heavier work load than those with more principalship experience and a heavier work load than those with more principals with more experience. In all, of the supervisory tasks, teaching principals with minor teaching responsibility devoted more time to each activity than did principals with major teaching responsibility.

The principals recommended a decrease in their total work load to a median of approximately forty-seven hours per week. While recommending a decrease in time spent on time devoted to teaching and discipline duties, the principals also felt that their time should spend more time on supervision and public relations. The principals reported a fairly extensive list of tasks which they felt were burdensome to the daily use of their time.

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CHAPTER I

INTRODUCTION

The operation of a school requires the performance of many activities by the principal. By their very nature some of these activities are performed during school hours while others must be carried out after school hours. The type of activities performed, the time spent on them, and the amount of time a principal would like to spend on them are of interest and importance to the administrator.

I. THE PROBLEM

Nature and Importance of the Problem

The Research and Curriculum Committees of the Nova Scotia Teachers Union conducted a survey of supervisory practices in Nova Scotia schools during the school year 1961 - 1962. Among other things revealed by the study, it was indicated that 44.4 per cent of the teachers in the sample had received no supervisory visits from their principal or anyone else within the school during the eight-month period under study.[1] The largest proportion of the teachers

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[1]Research and Curriculum Committees of the Nova Scotia Teachers Union, A Look at Supervisory Practices in Nova Scotia Schools (Study No. 4. Halifax: Nova Scotia Teachers Union, 1963), p. 3.

in the sample indicated that they had less than two hours of supervision during the whole period.[2]

From the results of this study, and from the author's own experience as a teacher in Nova Scotia, the following questions might be asked. Since the principals do not spend a great deal of time on supervision, how do they spend their time? How would they like to divide their time among their various activities? This study attempts to answer these and other related questions.

Statement of the Problem

The purpose of this study was to analyze the weekly work load of Nova Scotia high school principals. An attempt was made to determine the relationship between certain characteristics of the principal and his school and the amount of time devoted by the principal to his various school activities. Due to the fact that many of these characteristics are not independent of each other, no attempt was made to determine a cause and effect relationship. As a result the study was of a descriptive nature.

More specifically the objectives were:

1. To determine the average weekly work load of the principals. In so doing, the weekday and weekend work loads

---

[2]*Ibid.*, p. 5.

in the sample indicated that the level [illegible] [illegible] [illegible]

also were examined.

2. To determine the average weekly amount of time and the percentage of the total weekly work load spent by the principals on activities related to: Teaching, Supervision, Management, Clerical Duties, Staff Personnel, Pupil Personnel, and Public Relations.

3. To determine the relationship between the amount of time devoted by the principal to his various activities and (1) the size of the school, (2) the years of training of the principal, (3) the years of administrative experience of the principal, and (4) the amount of teaching done by the principal.

4. To determine the amount of time that the principals felt should be spent on their various activities.

5. To determine from the principals what they thought the main hindrances were to the desired use of their time.

II. DELIMITATIONS OF THE STUDY

The principals included in this study were those Nova Scotia high school principals who were responsible for grades seven to twelve or any combination thereof, but excluding those principals who were responsible for the junior high school grades only (i.e. grades seven, eight, and nine). Those principals who, in addition to their regular duties as a principal, were supervisor or superintendent of schools also were excluded.

Time spent on studying university courses was not included as part of the principal's work load.

III. LIMITATIONS

In the preparation of this study the author found very little research on the work load of Canadian high school principals. A few studies on the work load of teachers have been carried out in which the principals formed a part of the population being investigated. As a result, the findings of a study of this nature must be considered to be tentative and subject to revision until further studies provide additional information.

IV. ASSUMPTIONS

For the purposes of this study it was assumed:

1. That the questionnaire, the instrument of the investigation, was adequate for the study.

2. That the responses to the questionnaire from the principals were frank and truthful.

V. DEFINITION OF TERMS

In the study the following terms were used as defined below:

Work load. The total time required to perform a number of varied tasks which are considered to be a principal's

normal activities.

Principal. An administrative and supervisory officer in charge of a school who may or may not do some classroom teaching. For the purposes of Chapter VII and Chapter VIII, the principals were classified as follows:

a) Principals with major teaching responsibility. Principals who devote more than 25 per cent of school time to regular classroom instruction.

b) Principals with minor teaching responsibility. Principals who devote 25 per cent or less of school time to regular classroom instruction.

The following definitions provided a basis for categorizing the activities of the principal:

Teaching. Activities which include the following:

a) Instruction. Imparting knowledge during regular class periods by way of purposive activity, individual help to students outside of regular class periods, and supervision of study and library periods,

b) Preparation. Planning and work by a teacher prior to and for teaching one or more sections of a class,[3]

c) Testing. Constructing, marking, and analyzing tests and examinations.

---

[3]C. V. Good (ed.), Dictionary of Education (second edition; New York: McGraw-Hill Book Company, Incorporated, 1959), p. 409.

Supervision. Activities directed towards providing leadership and assistance to teachers and other educational workers in the improvement of instruction.[4]

Management. Activities of an organizational nature which facilitate the efficient operation of a school.

Clerical Duties. Activities of a routine mechanical nature dealing with office routine which could be performed by somebody who does not have training in education.

Staff Personnel. Activities involved in assisting and directing both the teaching and non-teaching staff in non-teaching situations.

Pupil Personnel. Activities involved in directing the pupils in non-teaching situations.

Public Relations. Activities dealing with the public which provide a better understanding and appreciation of the school's program.

VI. OVERVIEW OF THESIS

Information required for the study was obtained by means of a questionnaire (AppendixA) sent to sixty Nova Scotia high school principals. Chapter I outlined the problem investigated. A review of American and Canadian literature as well as a discussion of the duties of Nova Scotia

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[4]Ibid., p. 539.

principals is presented in Chapter II. Chapter III discusses the manner of collecting the data. The weekday, weekend, and weekly work load of the principal is analyzed in Chapter IV. Chapter V discusses the size of school as a factor in work load. The relationship between the professional characteristics of the principal and his work load is presented in Chapter VI. Chapter VII examines the amount of teaching done by the principal and his work load. The desired work load and the main hindrances to attaining the same, as indicated by the principal, is discussed in Chapter VIII. The summary and conclusions are contained in Chapter IX.

CHAPTER II

REVIEW OF THE LITERATURE

I. PREVIOUS INVESTIGATIONS

Literature from the United States revealed a number of survey studies carried out to determine how principals allot their time among their various activities. Included among these were studies carried out by The National Elementary Principal,[1] the Oregon Association of Secondary-School Principals,[2] as well as similar studies carried out among Texas high school principals[3] and Tennessee high school principals.[4] These studies are reported in more depth in Appendices E and F. If one were to generalize from these studies, it is apparent that principals are spending more time on administration, clerical duties, and in the case of

---

[1]The National Elementary Principal, The Elementary School Principalship--A Research Study, Volume XXXVIII (The National Elementary Principal, 1958), pp. 97-100.

[2]H. V. McAbee, "Time for the Job," The Bulletin of the National Association of Secondary-School Principals, XLII (March, 1958), 39-44.

[3]J. H. Goettee, "A Study of the Senior High-School Principal in Texas, 1957 - 1958," The Bulletin of the National Association of Secondary-School Principals, XLIV (February, 1960), 47.

[4]F. L. Bass, "Duties of Tennessee High School Principals," The Bulletin of the National Association of Secondary-School Principals, XLV (October, 1961), 82-84.

teaching principals, more time on teaching than they feel they should and less time on supervision than they would like to.

The author found very little research on the work load of Canadian high school principals. A few studies on the work load of teachers have been carried out in which the principals formed a part of the population being investigated.

The Professional Load Committee of the Alberta Teachers' Association conducted a study of the professional load of Alberta teachers during the school year 1961 - 1962.[5] An analysis of the data indicated that the administrators in the province had a median seven-day week work load of 52.5 hours. This work load consisted of a median of 24.2 hours spent on instruction, 9.2 hours on preparation, 4.0 hours on testing, 3.1 hours on administrative-professional duties, 2.4 hours on administrative-clerical duties, 2.8 hours on professional activities, 1.6 hours on extra-curricular duties, and 5.2 hours on supervision.

Alberta administrators felt that they were spending too much time on classroom instruction and clerical duties, and not enough time on administrative-professional duties, professional activities, and supervision of instruction.

---

[5]The Alberta Teachers' Association, The Professional Load of Alberta Teachers (Research Monograph No. 4. Edmonton: The Alberta Teachers' Association, 1963), p. 18.

The report stated:

> The 105.1 hours per year reported by administrators in carrying out routine administrative-clerical work constitutes a waste of professional energy and time, and could be well halved.[6]

Only one depth study was found, and it consisted of an investigation of the duties performed by the principals and vice-principals of a selected school division in Alberta.[7] An analysis of the duties performed by the principal indicated that the role of this individual was much closer to the traditional rather than the modern concept of the position.[8] It was further revealed that there was an inconsistency between the tasks performed by the principals and the tasks they claimed that they would like to perform.[9]

II. DUTIES OF NOVA SCOTIA PRINCIPALS

Previous to 1958, the Education Act and the Regulations of the Lieutenant-Governor-in-Council in Nova Scotia made very little reference to the duties of principals. As a result, early that year, the Minister of Education

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[6] Ibid., p. 17.

[7] M. R. Fenske, "Administrative Duties of Principals and Vice-Principals in an Alberta School Division" (unpublished Master's thesis, The University of Alberta, Edmonton, 1963), p. 1.

[8] Ibid., p. iv.

[9] Ibid.

appointed a five-man committee to study the general area of supervision of the public schools of Nova Scotia, and to make recommendations with regards to the status, nomenclature and duties of supervisory personnel.

The committee suggested the following duties for the Supervising Principal:

> To be responsible to his employing board, and through it to the Inspector of Schools in the division, for the supervision and administration of the school system.
>
> To be advisor to his employing school board on all matters pertaining to the school system.
>
> To be responsible for initiating, developing, and evaluating an educational program within the school system.
>
> To be responsible where applicable for the delegation of any necessary authority to his assistant(s), supervisor(s) of curriculum, and principal(s).
>
> To be responsible for the organization of supervision in the system, including classroom visitations, teacher consultations, in-service training, a complete testing program and a promotional program.
>
> To be responsible for maintaining and filing a complete record system for each pupil.
>
> To be responsible for recommending the employment, retention or dismissal of teachers in his school system.
>
> To be responsible for liasion between the educators, the school board, and the public.
>
> To be responsible for submitting written reports to the school board and the Inspector of Schools in the division.
>
> To be responsible for recommending the purchase of classroom supplies and equipment for all schools in the system.
>
> To be responsible for advising the school board on matters of maintenance, including janitorial services.

> When and as directed by the employing board, on the advice of the Inspector of Schools for the division, the superintendent, supervisor of schools or supervising principal of a regional, rural or district high school shall be responsible for the in-service training program and the supervising of the educational program in the "feeder" schools.[10]

In addition, the committee also recommended that the principal,

> Be responsible to his employing school board through the Superintendent, the Supervisor of Schools, the Supervising Principal or directly, as the case may be, for the supervision and administration of the educational program in his school building.
>
> Be responsible for submitting written reports to the appropriate official in the system.[11]

As a result of the committee's report, the recommendations as indicated above were passed almost in their entirety by the Lieutenant-Governor-in-Council and appear in the Education Act and Regulations under this Act published in 1961.

As a result, it seems reasonable to state that the legal definition of the duties of principals in Nova Scotia is cognizant of the new and broader concept of this position. The extent to which this broader concept of the principalship, with its emphasis upon educational leadership, is

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[10] Committee to Study the General Problem of Supervision of the Public Schools of Nova Scotia, "Supervisory Personnel in the Public School System," Education Office Gazette, IX (March, 1960), 36-37.

[11] Ibid.

adhered to, is of course difficult to assess. However, it is encouraging that educational administrators in the province, realizing their lack of training in supervision, requested the Department of Education to establish a course specifically for this purpose. Consequently, a four year block program in supervision was set up in 1960. This program, to be conducted for five weeks each summer, is held in conjunction with the Nova Scotia Summer School. It provides an opportunity for supervisory personnel to secure some background and practical training for the responsibilities involved in administering and supervising a school or school system. Emphasis is placed upon the techniques and functions of supervision.

CHAPTER III

PROCEDURE

I. METHOD OF INVESTIGATION

Two procedures for the collection of data were considered by the investigator. The first method would have involved the principals keeping a diary of the amount of time that they devote to their various school activities over a fixed period of time. However, due to the lack of direct personal contact between the investigator and principals involved, as well as the substantial number of principals included in the study (sixty), it was felt that this procedure was unsatisfactory. Under the existing circumstances, a second method, the use of a questionnaire, was felt to be more satisfactory and was subsequently used. The majority of the studies cited in Chapter II utilized this method.

II. CONSTRUCTION OF QUESTIONNAIRE

Instrument

A number of questionnaires were investigated as to their suitability for this particular study. As a result of constructive criticism by the graduate students in the Educational Administration Department, the questionnaire eventually used was an adaptation of a questionnaire used by

both the Canadian Teachers' Federation[1] and the Alberta Teachers' Association[2] in their work load studies.

The questionnaire (Appendix A) was divided into three main parts. The first part determined the setting of the school and the professional background of the principal. The second part determined the actual and desired weekly work load of the principal, while the third part obtained the principal's indication as to what he felt were the main hindrances to the desired use of his time.

Questions used as a basis for determining the setting of the school and the professional background of the principal were easily justified. These included such questions as the enrollment of the school, the professional training and experience of the principal, and the amount of secretarial help available. It was felt that these factors might have some relationship to the principal's work load.

The main part of the questionnaire determined the principal's actual and desired weekly work load. For each of the nine activity areas listed, the principal was asked to indicate the amount of time he spent on each activity in an average weekday and weekend. In addition, he was asked

---

[1]Canadian Teacher's Federation Research Division, The Workload of Nova Scotia Teachers (Ottawa: Canadian Teachers' Federation, 1962), p. 7.

[2]The Alberta Teachers' Association, op. cit., p. 123.

to record the amount of time he felt should be spent on the various activities during these same periods of time. The development of these activity areas are discussed in the next section.

The third part of the questionnaire listed a number of factors which were felt might be hindrances to the desired use of the principal's time. The principal was asked to check those which he felt were applicable to his situation. Provision was also made for the principal to indicate any hindrances which were not already listed.

Categorization of Activity Areas

The performance of a number of varied tasks contribute to the weekly work load of the principal. By their very nature, some of these activities are carried out during school hours, while others, by necessity, must be performed after school hours. Selecting these activity areas, as suggested by various authors in this field of work, was accepted as the criteria for ascertaining the work load of the principal. These activity areas are discussed below.

Unless the high school is very large, Teaching still takes up a great deal of the principal's time. In this study three activities were included under Teaching. These were: (1) Instruction which included teaching students in regular periods, extra help to students outside of regular periods, and supervision of study and library periods,

(2) Preparation which included preparing lessons, assignments, and laboratory equipment, and (3) Testing which included constructing, marking, and analyzing tests and examinations.

A great deal of the literature in the field of Educational Administration emphasizes Supervision as one of the most important aspects of the principal's job. Supervision, in this study, included all those activities by the principal which were directed towards the improvement of instruction such as classroom observation, teacher consultations, staff meetings, professional reading, and attendance at professional meetings. The importance of Supervisory duties as part of the principal's job has been emphasized by Reeves[3] and Andrews[4] of the University of Alberta.

Activities of an organizational nature dealing with the efficient operation of the school were referred to as Management. These included such activities as time-tabling, discussions with the vice-principal, school board members, and other school visitors, attendance at school board meetings,

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[3]A. W. Reeves, "The Role of the Principal," The Alberta School Principal, J. H. M. Andrews, editor (Edmonton, Policy Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1960), p. 15.

[4]J. H. M. Andrews, "The Principal--A Unique Supervisor," The Alberta School Principal, J. H. M. Andrews, editor (Edmonton, Policy Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1959), p. 58.

and planning and formulating policy. Pullen[5] and Deane[6] each recognized the importance of such activities as part of the principal's job.

The inclusion of Clerical Duties as one phase of the principal's activities is common in studies dealing with the duties and responsibilities of principals. Studies by the National Elementary Principal[7] and Bass[8] indicated that principals felt that they were spending far too much time on routine, clerical duties.

The category of Staff Personnel activities was similar to the category used by Fenske,[9] and included those activities involved in directing both the teaching and non-teaching staff in non-teaching situations. These are usually informal conversations with the teaching staff, janitors, and bus drivers generally before or after school. Such contacts are important in building good principal-staff relationships.

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[5]H. Pullen, "The Managerial Function of the Principal," The Alberta School Principal, J. H. M. Andrews, editor (Edmonton, Policy Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1961), p. 25.

[6]S. G. Deane, "The Role of the Principal as the Manager of a School," The Alberta School Principal, F. Enns, editor (Edmonton, Policy Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1963), p. 9.

[7]The National Elementary Principal, loc. cit.

[8]Bass, loc. cit.

[9]Fenske, op. cit., p. 10.

and planning and communication ability. Dalton[7] and Tower[8] each emphasized the importance of such activities as part of the principal's job.

The inclusion of financial matters as one phase of principal's activities is common in studies dealing with the duties and responsibilities of principals. Studies by the National Elementary Principal[9] and Rose[10] indicated that principals felt that they were responsible for the use of such items as textbooks, physical facilities.

The emphasis of Stark's personnel activities was similar to the emphasis used by Gaskey[11] and included those activities involved in dealing with the teaching and non-teaching staff in instructional situations. These are usually informal conversations with the teaching staff, informal and the direct personal issues or after school. Such conversations are important in building good principal-staff relationships.

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[6]. Fullan, "The Managerial Function of the Principal," The Alberta School Principal, p. 8. M. Andrews, editor (Edmonton, Alta.: Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1971), p. 2.

[7]. T. Dalton, "The Role of the Principal as the Leader of a School," The Alberta School Principal, p. 8. M. Andrews, editor (Edmonton, Alta.: Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1971), p. 7.

[8]. The National Elementary Principal, Vol. 47

[9]. Ibid., Vol. 41.

[10]. Rose, op. cit., p. 20.

The inclusion of Pupil Personnel activities was a broadening of a category used by Fenske.[10] The category as used in this study included the supervision of pupils before and after school, as well as pupil guidance and the supervision of extra-curricular activities. Because of the scarcity of trained guidance personnel, the activities which would normally be carried on by such an individual quite often become the principal's responsibility. Time spent on such activities was included in this category.

The final category included on the questionnaire was Public Relations. It consisted of all those activities directed towards providing the public with a better understanding and appreciation of the school's program. Ingram[11] recognized the importance of developing a harmony of understanding and goodwill between the schools and the public which they serve. Studies by the National Elementary Principal,[12] McAbee,[13] Goettee,[14] and Bass[15] also included

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[10]Ibid.

[11]E. J. Ingram, "The Principal and Public Relations," The Alberta School Principal, F. Enns, editor (Edmonton, Policy Committee, Leadership Course for Principals, Faculty of Education, University of Alberta, 1963), p. 39.

[12]The National Elementary Principal, loc. cit.

[13]McAbee, loc. cit.

[14]Goettee, loc. cit.

[15]Bass, loc. cit.

public or community relations as a task of the principal.

III. COLLECTION OF DATA

The list of principals included in this study was compiled from the Directory of Junior-Senior High Schools for the Province of Nova Scotia: 1964 - 1965.[16] During the latter part of February, questionnaires were sent to the sixty high school principals involved. Each questionnaire was accompanied by a cover letter from the investigator (Appendix B) explaining the study, as well as a letter from the President of the Nova Scotia School Administrators Association (Appendix C) encouraging the principal's support of the study. Approximately three weeks later a follow-up letter was sent (Appendix D).

Of the sixty questionnaires sent, fifty-two were completed for a return of 86.7 per cent. However, since four of the questionnaires returned were not completed properly, the usable return was 80.0 per cent.

Two weeks after receiving replies from the principals, a reliability check was conducted. A 15.0 per cent random sample of principals were requested to complete a second copy of the questionnaire. The reliability check through

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[16]Department of Education, Directory of Junior-Senior High Schools for the Province of Nova Scotia: 1964 - 1965, (Halifax, 1964).

public or community relations as a task of the profession.

III. Conclusion of LACU

The idea of providing training at this stage was original from the Director of Junior-Senior High Schools for the Province of Nova Scotia, 1964 - 1967.[1] During the latter part of February, questionnaires were sent to the chief full school principals involved. Most questionnaire was accompanied by a cover letter from the Inspectorate (Appendix B) explaining the survey. As well as a letter from the "Academy of the Nova Scotia School Inspectorate Association (Appendix C) encouraging the principals in support of the study. Approximately three weeks later a follow-up letter was sent (Appendix D).

Of the 4443 questionnaires sent, fifty-two were completed for a return of 58% per cent. However, since two of the questionnaires returned were not completed properly, the results return was 56% per cent.

Two weeks after receiving replies from the principals, a reliability check was conducted. A 10 % sample random sample of principals were requested to complete a second copy of the questionnaire. The reliability check through

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[1] Department of Education, Government of Nova Scotia, Inspectorate of Junior Senior High Schools, 1964 - 1967.

the principals agreed to within 95.7 per cent of the results as given by these principals on their first return.

CHAPTER IV

WORK LOAD OF THE PRINCIPAL

This chapter reports the weekday, weekend, and weekly work load of the principals. In addition, information on the amount of time and the percentage of the total time spent by the principals on the various activities of their work load is examined. A comparison is made between the work load of Nova Scotia high school principals and Nova Scotia teachers.

I. WEEKDAY WORK LOAD

As might have been anticipated there was a considerable variation in the weekday work load as reported by the principals. From a high of 12.75 hours per day to a low of 5.30 hours, the principals in this study worked an average of 9.02 hours per day with a median of 8.73 hours. Information regarding time devoted to the various activities of the weekday work load is presented in Table I. Reference to Table I shows that there was also considerable variation in the time per day devoted by the principals to the various activities of their work load. The greatest range occurred in the case of Teaching where some principals did not spend any time on Teaching, while on the other hand one principal taught full time. The median amount of time spent by the principals on their various activities varied from a high of 2.33 hours

TABLE I

HOURS PER WEEKDAY DEVOTED TO VARIOUS ACTIVITIES BY HIGH SCHOOL PRINCIPALS

Activity	Range	Median	Mean
Teaching	0.00 to 8.60	2.33	2.54
Supervision	0.00 to 4.00	1.48	1.52
Pupil Personnel	0.40 to 4.80	1.02	1.31
Management	0.10 to 4.00	0.99	1.23
Clerical Duties	0.00 to 3.00	0.98	1.21
Staff Personnel	0.10 to 2.00	0.52	0.66
Public Relations	0.08 to 2.00	0.50	0.56
Weekday Work Load	5.30 to 12.75	8.73	9.02

per day spent on Teaching to a low of 0.52 and 0.50 hours per day devoted to Staff Personnel activities and Public Relations respectively. Supervision was the second highest time-consuming activity occupying a median of 1.48 hours. The principals spent approximately one hour per day on each of Management, Clerical Duties, and Pupil Personnel activities.

Figure 1. gives a further breakdown of the principal's weekday work load by showing the percentage of time devoted to various activities. Teaching occupied over one-quarter of the principals' work day, while Supervision and Pupil Personnel activities constituted 16.81 per cent and 14.51 per cent respectively. For over 25 per cent of the day the principals were involved in Management and Clerical Duties, with each taking up approximately an equal portion of time. A very small part of the principals' day was utilized in Staff Personnel activities and Public Relations.

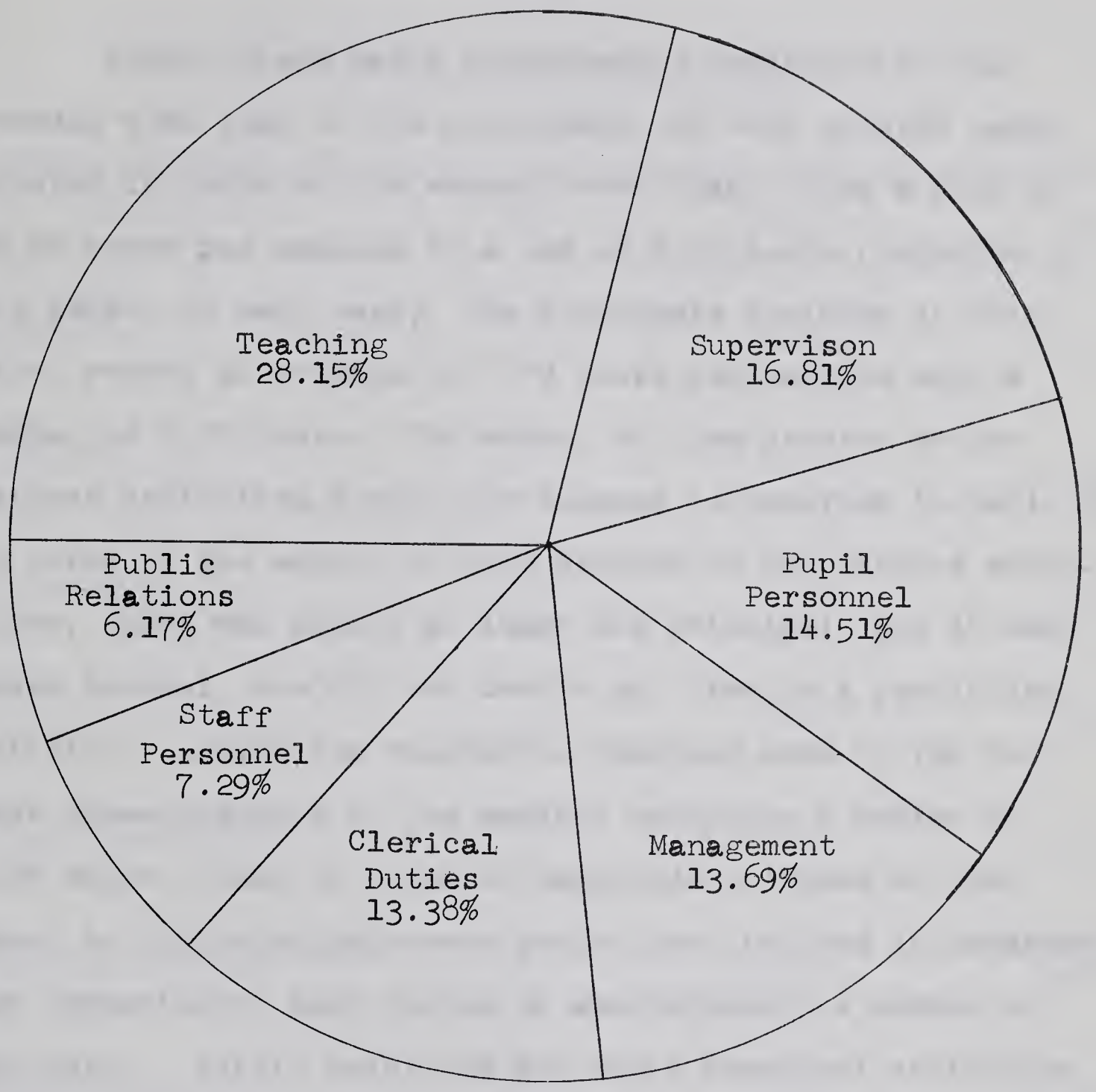


FIGURE 1.

DISTRIBUTION OF ACTIVITIES DURING A WEEKDAY
BY HIGH SCHOOL PRINCIPALS

II. WEEKEND WORK LOAD

Albeit there was a considerable variation in the weekday work load of the principals, an even greater range existed in terms of the weekend work load. From a high of 20.00 hours per weekend to a low of 0.00 hours (reported by one person in each case), the principals included in this study worked an average of 7.70 hours per weekend with a median of 6.75 hours. The amount of time devoted to the various activities during the weekend is reported in Table II. In terms of the amount of time devoted to the various activities, there was always at least one principal, and in many cases several, who did not devote any time to a particular activity. Activities related to Teaching were by far the most time-consuming on the weekend occupying a median of 2.25 hours. Next in order of magnitude in terms of time spent by the principals were activities involved in Management and Supervision, each taking up approximately a median of one hour. Public Relations and Pupil Personnel activities each occupied the principals for a median of 0.48 hours. Over one-half of the principals did not spend any time on Clerical Duties and Staff Personnel activities during the weekend.

TABLE II

HOURS PER WEEKEND DEVOTED TO VARIOUS ACTIVITIES BY HIGH SCHOOL PRINCIPALS

Activity	Range	Median	Mean
Teaching	0.00 to 9.00	2.25	2.00
Supervision	0.00 to 8.00	1.00	1.76
Management	0.00 to 6.00	1.03	1.50
Public Relations	0.00 to 6.00	0.48	0.93
Pupil Personnel	0.00 to 4.00	0.48	0.80
Clerical Duties	0.00 to 3.00	0.00	0.41
Staff Personnel	0.00 to 2.00	0.00	0.30
Weekend Work Load	0.00 to 20.00	6.75	7.70

A distribution of the principals' activities during the weekend is presented in Figure 2. Activities connected with Teaching such as the preparation of lessons and the construction and marking of tests occupied over one-quarter of the principals' weekend work load. Supervision and Management activities accounted for 22.85 per cent and 19.47 per cent respectively. Approximately 10 per cent of the weekend work load was spent on each of Public Relations and Pupil Personnel activities. Clerical Duties and Staff Personnel activities together occupied less than 10 per cent of the principals' weekend work load.

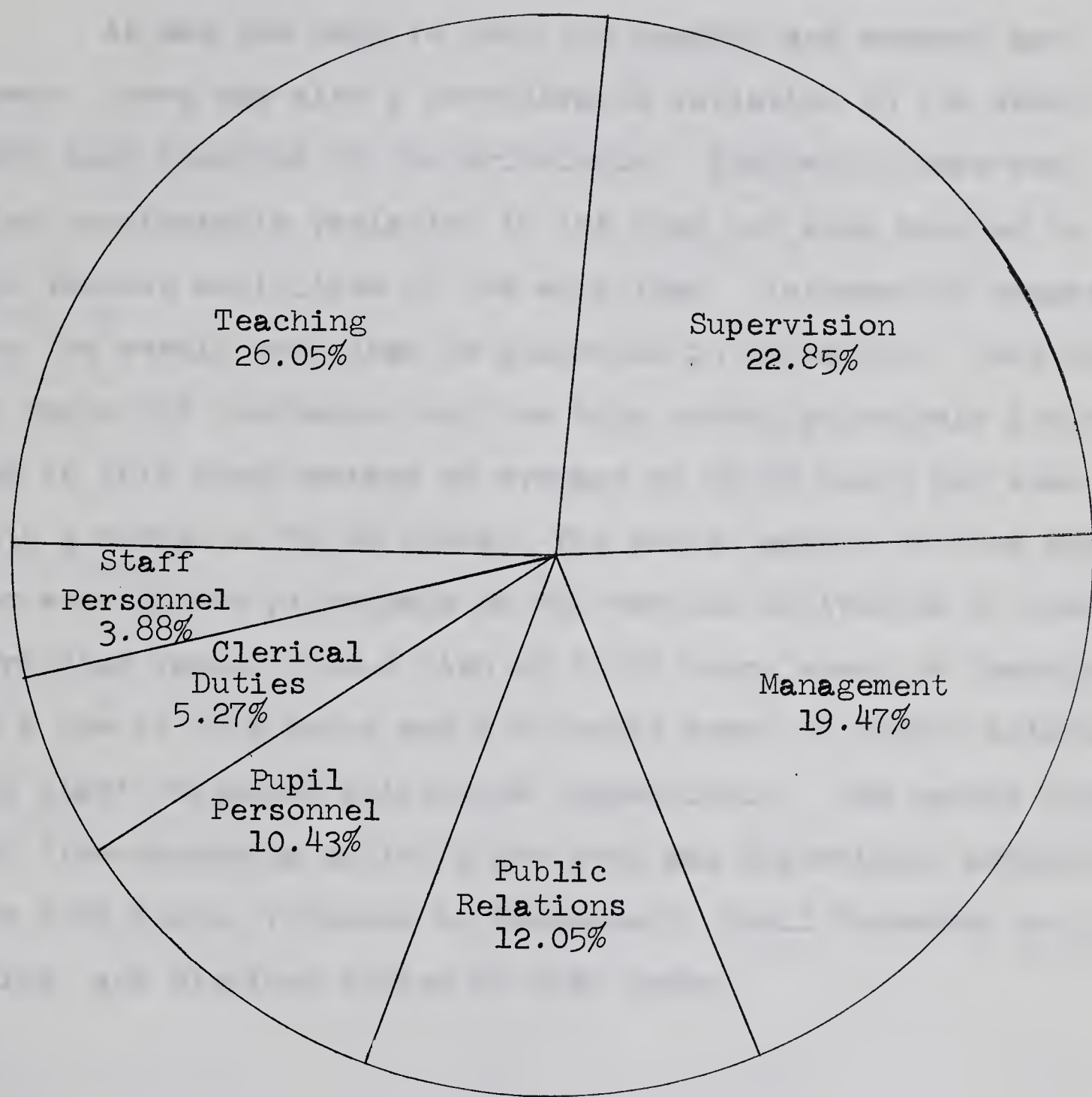
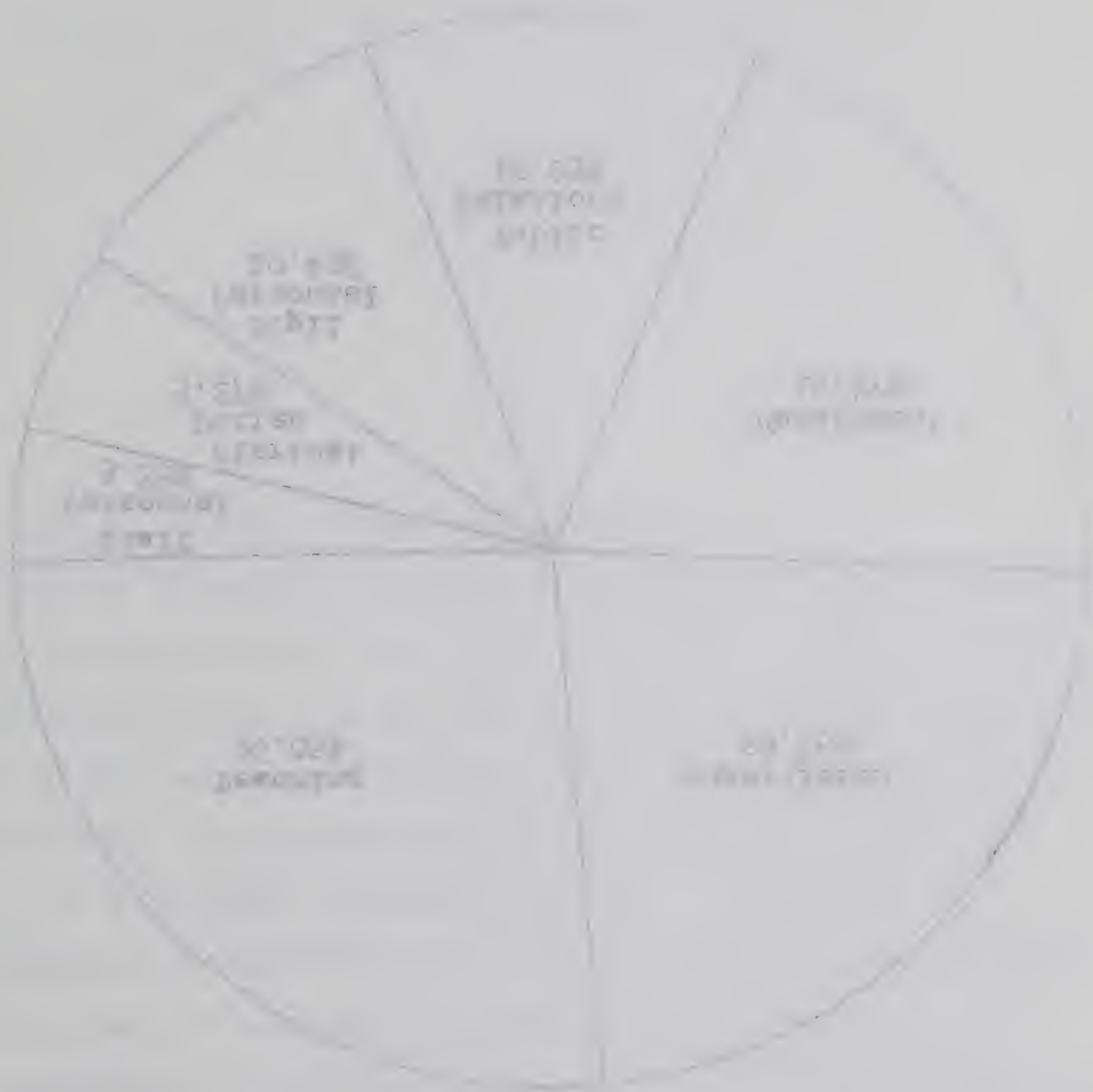


FIGURE 2.

DISTRIBUTION OF ACTIVITIES DURING A WEEKEND
BY HIGH SCHOOL PRINCIPALS



III. WEEKLY WORK LOAD

As was the case in both the weekday and weekend work loads, there was also a considerable variation in the weekly work load reported by the principals. Similarly there was also considerable variation in the time per week devoted to the various activities of the work load. Information regarding the weekly work load is presented in Table III. Reference to Table III indicates that the high school principals included in this study worked an average of 52.79 hours per week with a median of 52.48 hours. The median amount of time spent per week by the principals on the various activities of their work load ranged from a high of 12.25 hours spent on Teaching to a low of 2.79 hours and 2.67 hours spent on Public Relations and Staff Personnel activities respectively. The second highest time-consuming activity per week was Supervision accounting for 8.02 hours, followed by Management, Pupil Personnel activities, and Clerical Duties in that order.

TABLE III

HOURS PER WEEK DEVOTED TO VARIOUS ACTIVITIES BY HIGH SCHOOL PRINCIPALS

Activity	Range	Median	Mean
Teaching	0.00 to 46.00	12.25	14.70
Supervision	0.00 to 25.00	8.02	9.34
Management	0.50 to 26.00	6.25	7.76
Pupil Personnel	2.00 to 25.00	6.03	7.35
Clerical Duties	0.00 to 18.00	5.02	6.44
Public Relations	0.40 to 12.00	2.79	3.71
Staff Personnel	0.50 to 10.50	2.67	3.59
Weekly Work Load	35.00 to 80.75	52.48	52.79

Information showing the distribution of activities during a week is presented in Figure 3. Teaching and Supervision accounted for almost 50 per cent of the weekly work load of the principals. Management, Pupil Personnel activities, and Clerical Duties each accounted for approximately 13 per cent. A very small part of the principals' weekly work load was taken up by Public Relations and Staff Personnel activities.

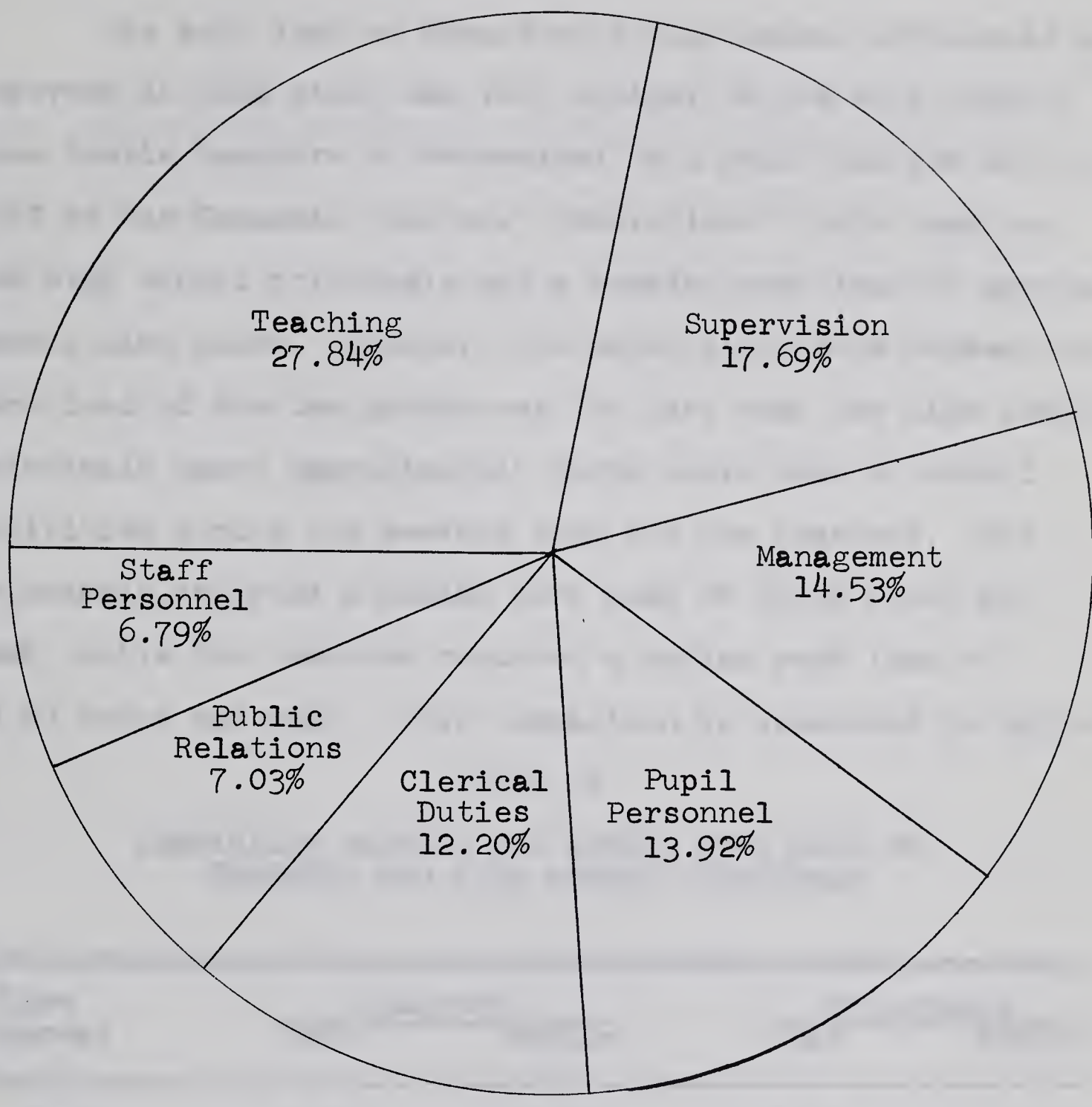
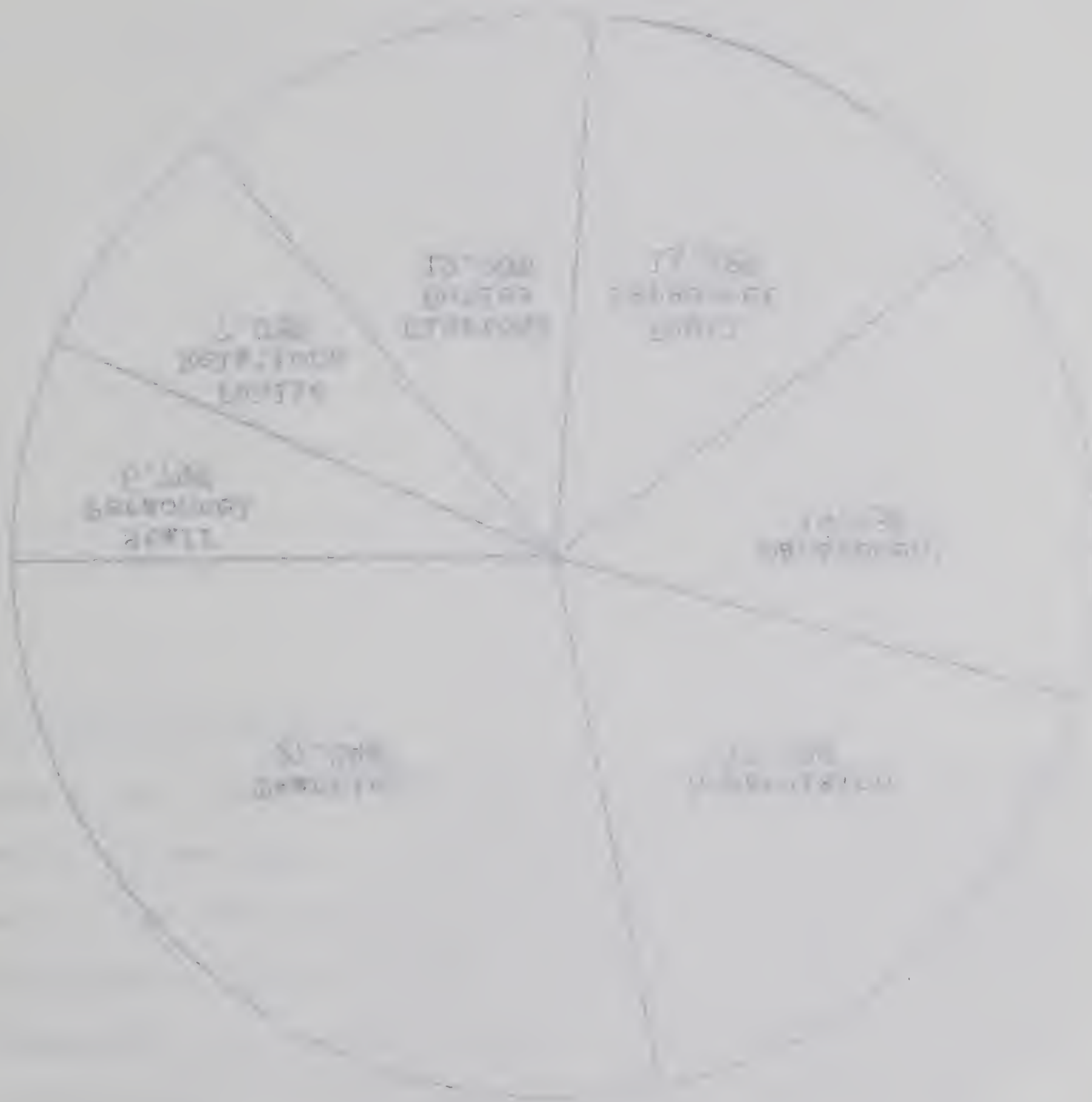


FIGURE 3.

DISTRIBUTION OF ACTIVITIES DURING A WEEK
BY HIGH SCHOOL PRINCIPALS



IV. COMPARISON OF PRINCIPALS' AND TEACHERS' WORK LOAD

The work load of Nova Scotia high school principals as reported in this study was very similar to the work load of Nova Scotia teachers as determined by a study carried out in 1961 by the Canadian Teachers' Federation.[1] Both teachers and high school principals had a weekday work load of approximately nine hours. However, the major difference between the work load of the two groups was the fact that the high school principals spent approximately three hours more on school activities during the weekend than did the teachers. The principals reported a median work load of 52.48 hours per week, while the teachers reported a median work load of 48.80 hours per week. This comparison is presented in Table IV.

TABLE IV

COMPARISON BETWEEN THE HOURLY WORK LOAD OF TEACHERS AND HIGH SCHOOL PRINCIPALS

Time Interval	Teachers		Principals	
	Mean	Median	Mean	Median
Weekday	9.06	9.07	9.02	8.73
Weekend	4.30	3.31	7.70	6.75
Week	49.10	48.80	52.79	52.48

[1]Canadian Teachers' Federation Research Division, op. cit., p. 6.

IV. COMPARISON OF PRINCIPALS' AND TEACHERS' WORK LOAD

The work load of these Florida city school principals as reported in this study was not similar to the work load of Dora Scott's teachers as determined in a study carried out in light of the Carnegie Teachers' Education.[1] Both, elementary and high school principals had a smaller, more load of administrative duties. However, the major difference between the work load of the two groups was the fact that the city school principals spent approximately twice more on school activities during the school day than did the teachers. The principals reported a mean work load of 52.4 hours per week, while the teachers reported a median work load of 46.00 hours per week. This comparison is presented in Table IV.

TABLE IV

COMPARISON BETWEEN THE SCHOOL WORK LOAD OF TEACHERS AND CITY SCHOOL PRINCIPALS

Time Interval	Teachers		City-School Principals	
	Mean	Median	Mean	Median
Weekend	[illegible]	0.07	9.00	[illegible]
Evening	6.30	3.21	4.10	[illegible]
Week	[illegible]	46.00	52.10	[illegible]

[1] Edward W. Tomlinson, Professional Preparation Carnegie Corporation, op. cit., p. 1.

V. SUMMARY

The Nova Scotia high school principals included in this study reported working an average of 52.79 hours per week with a median of 52.48 hours. The work load of the principals was similar to the work load of Nova Scotia teachers with the exception that the principals spent approximately three hours more per weekend on school activities than did the teachers.

CHAPTER V

SIZE OF SCHOOL AS A FACTOR IN WORK LOAD

This chapter examines the relationship between the size of the school, as expressed in pupils enrolled, and the work load of the principals. A comparison is made between the enrollment of the school and (1) the weekly amount of time and (2) the percentage of total weekly work load spent by the principals on the various activities of their work load.

The size of a school may be a factor in influencing the work load of principals. Principals of large high schools may spend less time on Teaching and consequently may have more time available for Supervision of the instructional program. Therefore, it was felt that some aspects of the work load of principals in smaller schools would be different from that of principals in larger schools.

For the purposes of this chapter, the principals were categorized in terms of the enrollment of their schools. This categorization, with the number of principals included in each category in brackets, was as follows: 400 pupils and Under (11), between 401 and 500 pupils (17), between 501 and 700 pupils (13), and Over 700 pupils (7). This particular categorization was chosen because of the large number of individuals who were principals of schools in the 401 to 500 pupil range, and also

CHAPTER V

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The size of a school may be a factor in influencing the work load of principals. Principals of large high schools may spend less time on teaching and consequently may more time available for supervision of the instructional program. Therefore, it was felt that some aspects of the work load of principals in smaller schools would be different from that of principals in larger schools.

For the purposes of this chapter, the principals were categorized in terms of the enrollment of their schools. This categorization, with the number of principals included in each category in brackets, was as follows: 100 pupils and under (11), between 101 and 300 pupils (17), between 301 and 500 pupils (17), and over 500 pupils (7). The particular categorization was chosen because of the large number of principals who were principals of schools in the 301 to 500 pupil range, and also

to ensure that there was an approximate equal number of principals in each category.

The relationship between the enrollment of the school and the weekly amount of time spent by the principals on the various activities of the work load is presented in Table V. Examining Table V horizontally, the following is apparent. In all groups there was at least one principal who did not devote any time to Teaching. The range in time spent on Teaching by the principals varied indirectly with the size of the school. The principals in the 401 to 500 pupil schools spent the greatest amount of time on Teaching, while the least amount of time devoted to Teaching was spent by the principals in the Over 700 pupil schools. The median amount of time spent on Supervision started from a low of 5.25 hours for the 400 and Under pupil schools and tended to rise, as the size of the school increased, reaching a high of 14.00 hours for the Over 700 pupil schools. The study indicated that the larger the school the greater was the amount of time spent by the principal on Supervision. The principals in each of the four groups spent approximately the same amount of time on Staff Personnel activities. The maximum weekly work load, a median of 55.00 hours, was reported by the principals of the 400 and Under pupil schools, while the minimum weekly work load, a median of 48.00 hours, was reported by the principals of the 401 to 500 pupil schools.

TABLE V

ENROLLMENT OF SCHOOL AND TIME IN HOURS PER WEEK DEVOTED TO VARIOUS ACTIVITIES OF THE WORK LOAD

Activity	Enrollment							
	400 and Under N=11		401 to 500 N=17		501 to 700 N=13		Over 700 N=7	
	Range	Median	Range	Median	Range	Median	Range	Median
Teaching	0.00 to 46.00	12.50	0.00 to 39.00	18.05	0.00 to 30.85	10.83	0.00 to 20.00	9.00
Supervision	1.00 to 20.00	5.25	3.50 to 16.00	8.50	0.00 to 25.00	11.00	0.00 to 19.00	14.00
Management	0.50 to 26.00	8.00	2.15 to 11.00	4.50	2.50 to 17.00	8.00	3.50 to 18.00	8.50
Pupil Personnel	2.00 to 13.35	7.50	2.00 to 11.00	5.58	2.00 to 25.00	9.65	2.50 to 15.50	5.00
Clerical Duties	0.00 to 15.00	3.75	1.65 to 18.00	5.00	1.25 to 15.00	7.00	2.50 to 14.50	4.25
Public Relations	0.40 to 12.00	4.00	0.85 to 9.00	2.50	0.85 to 8.00	2.50	2.50 to 7.00	3.00
Staff Personnel	0.75 to 7.50	2.83	0.50 to 10.50	3.00	0.75 to 10.00	2.50	1.35 to 7.50	2.50
Weekly Work Load	35.00 to 64.50	55.00	40.50 to 77.50	48.00	42.75 to 80.75	51.00	39.75 to 80.00	50.50

The relationship between the enrollment of the school and the percentage of the weekly work load devoted to various activities by the principals in presented in Table VI. Reference to Table VI indicates the following. In three of the four categories, the principals spent the greatest percentage of their time on Teaching. The exception occurred in the Over 700 pupil schools, where the greatest percentage of the principals' time was spent on Supervision. In the case of principals in the 401 to 500 pupil schools, Teaching was by far their greatest time-consuming activity. In fact, the percentage of time devoted to Teaching was more than twice the percentage of time devoted to their second highest time-consuming activity, namely Supervision. Principals in the 401 to 500 pupil schools and the 501 to 700 pupil schools spent the second highest percentage of their time on Supervision. Management activities occupied this position in the 400 and Under pupil schools and the Over 700 pupil schools. In all four groups the least percentage of the principals' time was devoted to Staff Personnel activities and Public Relations. The percentage of time spent on Clerical Duties was approximately the same in all groups. Examining Table VI horizontally, one trend is apparent. The percentage of the principals' work load devoted to Supervision varied from a low of 13.08 per cent for the 400 and Under pupil schools and tended to rise, as the size of the school increased,

TABLE VI

ENROLLMENT OF SCHOOL AND PERCENTAGE OF WEEKLY WORK LOAD DEVOTED TO VARIOUS ACTIVITIES

Activity	Enrollment				
	400 and Under N=11	401 to 500 N=17	501 to 700 N=13	Over 700 N=7	Total Group N=48
Teaching	28.05	37.37	21.47	17.15	27.84
Supervision	13.08	16.68	20.29	22.04	17.69
Management	17.19	10.08	15.38	19.51	14.53
Pupil Personnel	14.99	11.66	16.16	13.28	13.92
Clerical Duties	11.45	11.59	12.93	13.35	12.20
Public Relations	8.59	6.11	6.89	7.12	7.03
Staff Personnel	6.63	6.50	6.88	7.56	6.79

reaching a high of 22.04 per cent for the Over 700 pupil schools.

I. SUMMARY

It would appear that the size of the school did have some minor effects on the work load of the principals. Principals of the smaller schools, the 400 and Under pupil schools, reported the maximum work load, a median of fifty-five hours per week. One major trend was observable. As the size of the school increased, the principals devoted a greater amount of time and a greater percentage of their total weekly work load to Supervision. Principals of schools in the Over 700 pupil group spent more time on Supervision than did principals in each of the other groups. Accompanying this was the fact that the principals in this group also spent less time on Teaching than did principals of the other groups. The results of this study seem to indicate that within broad limits, principals of large schools spend less time on Teaching, and consequently appear to have more time available for Supervision.

requires a plan of 75,000 per year for the four-year high school.

4. Teacher

It would appear that the majority of the second 100 years made minor efforts to pay more than a [illegible] salary. Familiarity of the quality measures, as they are known today, approached the maximum when that a teacher at [illegible] five hours per week. In the [illegible] the size of the school increased, the minimum became a [illegible] of also has a greater percentage of [illegible] total weekly work load to teaching [illegible]. Principals of schools in the open [illegible] spent more time on administration than did principals in the other [illegible]. The results in this study ever to indicate that school [illegible] quality, principals in large schools [illegible] [illegible] appears to have more time available for [illegible] visits.

CHAPTER VI

PROFESSIONAL CHARACTERISTICS OF THE PRINCIPAL AS A FACTOR IN WORK LOAD

This chapter reports the relationship between certain professional characteristics of the principal and his weekly work load. More specifically, this chapter examines the relationship between the weekly amount of time devoted by the principal to his various activities and (1) his years of professional training, and (2) his years of administrative experience as principal.

I. PROFESSIONAL TRAINING AND WEEKLY WORK LOAD

The years of professional training might be considered as a factor that would effect the work load of principals. It may be that the greater the period of training the wider the background of knowledge and extent of information which a principal may use in carrying out his various activities. This may be a factor in either increasing or decreasing the work load of a principal.

The years of University training for the forty-eight Nova Scotia high school principals included in this study was as follows: six years of training (26), five years of training (20), and four years of training (2). It is rather interesting to note that of the twenty-six who had six years of training, eight had a Master of Arts degree in Education,

CHAPTER IV

INSTRUCTIONAL CHARACTERISTICS OF THE THEORETICAL MODEL: A FACTOR IN WORK LOAD

This chapter focuses the relationship between initial instructional characteristics of the principal and his work load. More specifically, this chapter examines the relationship between the amount of time spent by the principal in his various activities and (1) the cases in instructional decisions, and (2) the extent to administrative compliance by principals.

I. INSTRUCTIONAL DECISIONS AS WORK LOAD

The idea of instructional decision as a factor that would affect the work load of principals is considered. It may be that the extent the period of instruction has where the background of knowledge and experience of instructional matters a principal has may in satisfying his various activities. This may be a factor in either increasing or decreasing the work load of a principal.

The idea of instructional decision for the top-level were Jocelyn Hill school principals included in this study was as follows: six years or less (0-6), six years of instruction (SO), and four years or less (4) (5). It is reasonable to think that a principal who has the least of instructional experience may be a factor in work load in comparison

six had a Master of Arts degree, three had a Master of Education degree, one had a Master of Science degree, and one had a Master of Physical Education degree.

The relationship between the years of teacher education of the principals and the weekly amount of time devoted by them to the various activities of their work load is presented in Table VII. Because of the very small number of principals who had four years of training, no rigid conclusions can be drawn. Of the principals included in this study, those who had six years of training had a longer work week than those who had five years of training. The former spent a median of 54.88 hours per week on school activities while the latter spent a median of 49.08 hours. In all three groups, Teaching was the most time-consuming of the principals' activities, while Supervision was the second highest. Generally speaking, the principals in all three groups devoted the least amount of their time to Staff Personnel activities and Public Relations.

TABLE VII

YEARS OF TRAINING AND TIME IN HOURS PER WEEK DEVOTED TO VARIOUS ACTIVITIES OF THE WORK LOAD

Activity	Years of Training					
	Four N=2		Five N=20		Six N=26	
	Range	Median	Range	Median	Range	Median
Teaching	10.75 to 23.00	16.88	0.00 to 30.85	12.50	0.00 to 46.00	12.00
Supervision	5.00 to 20.50	12.75	0.00 to 16.00	7.33	1.00 to 25.00	9.75
Management	2.00 to 4.00	3.00	2.15 to 26.00	6.25	0.50 to 17.00	8.00
Pupil Personnel	2.00 to 3.00	2.50	2.00 to 12.50	6.08	2.00 to 25.00	7.25
Clerical Duties	4.00 to 15.00	9.50	0.00 to 18.00	6.25	1.25 to 14.50	5.00
Public Relations	1.00 to 6.00	3.50	0.85 to 9.00	2.92	0.40 to 12.00	2.50
Staff Personnel	0.75 to 2.00	1.38	1.25 to 10.00	2.92	0.50 to 10.50	2.75
Weekly Work Load	44.00 to 55.00	49.50	35.00 to 77.50	49.08	39.25 to 80.75	54.88

II. ADMINISTRATIVE EXPERIENCE AND WEEKLY WORK LOAD

The principal's administrative experience as principal might be considered as a factor that would effect the work load of a principal. It seems plausible that principals with little experience might not be familiar with certain aspects of their job, and consequently would have to spend more time on the same activity than an experienced principal.

The years of principalship experience of the forty-eight Nova Scotia high school principals included in this study was as follows: twenty-two principals had 5 or Fewer years experience, fourteen principals had 6 to 15 years experience, and twelve principals had Over 15 years experience. The reason for the large number of principals in the 5 or Fewer years category was due to the recent consolidation program carried out in the high schools of Nova Scotia. This has increased substantially the number of full time principalships in the province.

Table VIII presents the relationship between the years of principalship experience of the principals and the weekly amount of time devoted to the various activities of their work load. In each of the three groups Teaching was the most time-consuming of the activities, occupying the principals for a median of approximately 12.00 hours per week. The second highest time-consuming activity was Supervision. The principals in each of the three groups spent the least amount

TABLE VIII

YEARS OF PRINCIPALSHIP EXPERIENCE AND TIME IN HOURS PER WEEK DEVOTED TO VARIOUS ACTIVITIES OF THE WORK LOAD

Activity	Years of Principalship Experience					
	5 or Fewer N=22		6 to 15 N=14		Over 15 N=12	
	Range	Median	Range	Median	Range	Median
Teaching	0.00 to 39.00	12.88	0.00 to 30.50	12.00	2.50 to 46.00	12.25
Supervision	0.00 to 20.50	7.33	0.00 to 20.00	8.93	1.00 to 25.00	8.50
Management	2.00 to 26.00	6.25	2.15 to 14.00	5.50	0.50 to 17.00	8.00
Pupil Personnel	2.00 to 15.50	7.00	3.00 to 25.00	6.90	2.00 to 13.35	5.50
Clerical Duties	0.00 to 18.00	5.00	1.25 to 15.00	5.25	2.00 to 11.00	4.63
Public Relations	0.85 to 9.00	2.67	1.00 to 12.00	2.75	0.40 to 8.00	2.63
Staff Personnel	0.75 to 7.50	3.25	1.25 to 10.00	2.75	0.50 to 10.50	2.50
Weekly Work Load	41.00 to 80.00	52.98	39.25 to 69.00	51.25	35.00 to 80.75	46.20

of time on Staff Personnel activities and Public Relations. An examination of the total weekly work load of the three groups reveals that the greater the years of principalship experience the lighter was the work load. Principals with 5 or Fewer years experience as principal had a median work load of 52.98 hours per week, while those with Over 15 years principalship experience had a median work load of 46.20 hours per week.

III. SUMMARY

Two conclusions can be drawn from the professional background of the principals included in this study and their weekly work load. Those with six years of professional training had a longer weekly work load than those with five years of training. Secondly, the total weekly work load of the principals varied indirectly with their principalship experience. That is, those principals with few years of administrative experience as principal had a longer weekly work load than those principals with many years of experience.

CHAPTER VII

AMOUNT OF REGULAR CLASSROOM INSTRUCTION AS A FACTOR IN WORK LOAD

This chapter examines the relationship between the amount of regular classroom instruction done by the principal and his weekly work load. A comparison is made between the work load of principals with major teaching responsibility and those with minor teaching responsibility.

As defined in Chapter I, principals with major teaching responsibility were those principals who devoted more than 25 per cent of school time to regular classroom instruction. Principals with minor teaching responsibility were those principals who devoted 25 per cent or less of school time to regular classroom instruction.

Table IX shows a comparison between the work load of principals with major and minor teaching responsibility. Reference to Table IX indicates that principals with minor teaching responsibility had a slightly longer daily work load, but a slightly shorter weekend work load than those principals with major teaching responsibility. However, in terms of total weekly work load, principals with minor teaching responsibility devoted more time to their job than did principals with major teaching responsibility. The work load for the former was a median of 52.00 hours per week, four hours more than the median for the latter.

TABLE IX

COMPARISON BETWEEN THE HOURLY WORK LOAD OF PRINCIPALS WITH MAJOR AND MINOR TEACHING RESPONSIBILITY

Time Interval	Principals with Major Teaching Responsibility		Principals with Minor Teaching Responsibility	
	Mean	Median	Mean	Median
Weekday	8.78	8.33	9.15	8.75
Weekend	8.04	7.00	7.52	6.00
Week	51.95	48.00	53.25	52.00

Table X shows the relationship between the amount of regular classroom instruction done by the principals and the amount of time devoted to the various activities of their weekly work load. The major difference between the work load of principals with major and minor teaching responsibility was, of course, in the area of Teaching. Principals with major teaching responsibility spent a median of 23.00 hours per week on Teaching, while principals with minor teaching responsibility spent less than one-half that amount of time. In each of the remaining six activity areas, principals with minor teaching responsibility spent more time on each activity than did principals with major teaching responsibility. The difference was the greatest in the case of Management activities and the least in the case of Public Relations.

TABLE 5

COMPARISONS BETWEEN THE MEANS FROM TABLE 4
PRINCIPALS WITH MAJOR AND MINOR
TEACHING RESPONSIBILITIES

Time Interval	Principals with Major Teaching Responsibility		Principals with Minor Teaching Responsibility	
	Mean	Variance	Mean	Variance
Weekday	57.77	4.44	9.33	0.75
Weekend	8.44	7.00	7.00	0.00
Week	73.95	64.00	59.00	00.00

Table 5 shows the relationship between the means and variances of time spent on the various activities of the principals and the amount of time devoted to the teaching activities of these principals weekly work load. The major difference between the work load of principals with major and minor teaching responsibilities was, of course, in the area of teaching. Principals with major teaching responsibility spent a median of 13.95 hours per week on teaching, while principals with minor teaching responsibility spent less than one-half that amount of time. In each of the remaining six activity areas, principals with minor teaching responsibility spent more time on each activity than did principals with major teaching responsibility. The difference was the greatest in the case of administrative activities and the least in the case of public relations.

TABLE X

AMOUNT OF REGULAR CLASSROOM INSTRUCTION PER WEEK AND TIME IN HOURS PER WEEK DEVOTED TO VARIOUS ACTIVITIES OF THE WORK LOAD

Activity	Principals with Major Teaching Responsibility N=17		Principals with Minor Teaching Responsibility N=31	
	Range	Median	Range	Median
Teaching	10.00 to 46.00	23.00	0.00 to 20.00	10.60
Supervision	1.00 to 13.50	5.00	0.00 to 25.00	8.50
Management	0.50 to 12.50	4.50	1.00 to 26.00	8.50
Pupil Personnel	2.00 to 11.00	6.00	2.00 to 25.00	7.50
Clerical Duties	1.65 to 18.00	3.35	0.00 to 15.00	6.00
Public Relations	0.85 to 6.00	2.50	0.40 to 12.00	3.00
Staff Personnel	0.50 to 5.00	2.50	0.75 to 10.50	4.00
Weekly Work Load	35.00 to 77.50	48.00	39.25 to 80.75	52.00

The relationship between the amount of time spent by the principals on regular classroom instruction and the percentage of weekly work load devoted to the various activities is presented in Table XI. Principals with major teaching responsibility reported spending approximately 46 per cent of their time on Teaching activities, while those with minor teaching responsibility reported approximately 18 per cent. Of the major functions of the principalship, it would appear that Supervision and Management activities were affected most by the demands of classroom instruction on principals with major teaching responsibility.

I. SUMMARY

Principals with major teaching responsibility reported an average weekly work load of 51.95 hours, with a median of 48.00 hours, while principals with minor teaching responsibility reported an average weekly work load of 53.25 hours, with a median of 52.00 hours. In all of the activities except Teaching, principals with minor teaching responsibility spent more time on each activity than did principals with major teaching responsibility.

The relationship between the amount of time spent by the principals in minor classroom instruction and the percentage of weekly work load devoted to the various activities is presented in Table XI. Principals with major teaching responsibility reported spending approximately 40 per cent of their time on teaching activities, while those with minor teaching responsibility reported spending 32 percent of the major functions of the principalship. It would appear that supervision and management activities were affected most by the assumed of classroom instruction by principals with major teaching responsibility.

C. Summary

Principals with major teaching responsibility reported an average weekly work load of 54.5 hours with a median of 60.00 hours, while principals with minor teaching responsibility reported an average weekly work load of 47.50 hours, with a median of 45.00 hours. Of all of the activities listed previously, principals with minor teaching responsibility spent more time or equal amount of time than principals with major teaching responsibility.

TABLE XI

AMOUNT OF REGULAR CLASSROOM INSTRUCTION PER WEEK AND PERCENTAGE OF WEEKLY WORK LOAD DEVOTED TO VARIOUS ACTIVITIES

Activity	Principals with Major Teaching Responsibility N=17	Principals with Minor Teaching Responsibility N=31	Total Group N=48
Teaching	45.96	18.15	27.84
Supervision	13.21	20.08	17.69
Management	9.08	17.45	14.53
Pupil Personnel	11.22	15.36	13.92
Clerical Duties	10.21	13.27	12.20
Public Relations	5.76	7.71	7.03
Staff Personnel	4.56	7.99	6.79

TABLE 12

AMOUNT OF POLICE DISCRETION EXERTED AND THE
AGE DISTRIBUTION OF VERTICAL AND LOW
PRIORITY CALLS TO WHICH POLICE RESPONDED

Activity	Percentage with Major Tangible Consequences (n=7)	Percentage with Major Tangible Consequences (n=12)	Total Sample (n=19)
Patrol	28.57	58.33	47.37
Supervision	28.57	16.67	21.05
Maintenance	14.29	8.33	10.53
Other Internal	14.29	16.67	15.79
Clerical Duties	14.29	8.33	10.53
Public Relations	14.29	0.00	5.26
Other (Personal)	0.00	8.33	5.26

CHAPTER VIII

DESIRED WORK LOAD AS RECOMMENDED BY THE PRINCIPALS

Although the main purpose of this study was to determine the actual work load of Nova Scotia high school principals, provision was also made for the principals to indicate what they felt was a desirable work load. As a result, this chapter compares the desired and actual work loads as recommended by the principals, as well as a discussion of what the principals felt were the main hindrances to the desired use of their time.

I. COMPARISON BETWEEN DESIRED AND ACTUAL WORK LOAD

A comparison between the desired and actual daily, weekend, and weekly work loads of the principals is presented in Table XII. Reference to Table XII indicates that although the principals worked a median of 52.48 hours per week, they felt that they should be spending a median of 46.75 hours per week. The principals recommended a decrease of approximately two hours from their weekend work load as well as a slight reduction in their daily work load.

CHAPTER VIII

DESIRED WORK LOAD AS RECOMMENDED BY THE PRINCIPALS

Already the main purpose of this study was to determine the actual work load of Nova Scotia high school principals. Derivation was also made for the principals to indicate what they felt was a desirable work load. As a result, this chapter compares the desired and actual work loads as recommended by the principals, as well as a tabulation of what the principals felt were the main hindrances to the desired use of their time.

1. COMPARISON BETWEEN DESIRED AND ACTUAL WORK LOAD

A comparison between the desired and actual data, weekly, and weekly work loads of the principals is presented in Table XII. Reference to Table XII indicates that although the principals worked a median of 58.8% hours per week, they felt that they should be spending a median of 50.1% hours per week. The principals recommended a decrease of approximately one hours time from their weekly work load as well as a slight reduction in their daily work load

TABLE XII

COMPARISON BETWEEN THE DESIRED AND ACTUAL HOURLY WORK LOAD

Time Interval	Desired		Actual	
	Mean	Median	Mean	Median
Weekday	8.76	8.23	9.02	8.73
Weekend	5.65	4.00	7.70	6.75
Week	49.44	46.75	52.79	52.48

Figure 4, which illustrates the percentage of principals requesting changes in their existing work load, indicates that there was general principal dissatisfaction with present work loads. Of the forty-eight principals included, thirty-one (64.6 per cent) wanted a decrease in their present work load, eleven (22.9 per cent) wanted an increase, while only six (12.5 per cent) indicated that they did not want any change in their existing work load.

TABLE VII

COMPARISON BETWEEN TIME PERIODS AND
WORK WEEK LENGTH LOAD

Time Interval	Total		Overload		Normal	
	Size		Number		Number	
Weekday	5.10		6.83		3.40	
Weekend	3.00		4.00		7.00	
Week	49.49		55.75		37.79	

Figure 4, below (1) indicates the percent age of participants requesting changes in work schedule were load, indicating that there was general satisfaction with present work loads. Of the four-eight principle included, twenty-one (44.6 per cent) wanted a decrease in their present work load, eleven (23.9 per cent) wanted an increase while only six (12.9 per cent) indicated that they did not want any change in their working work load

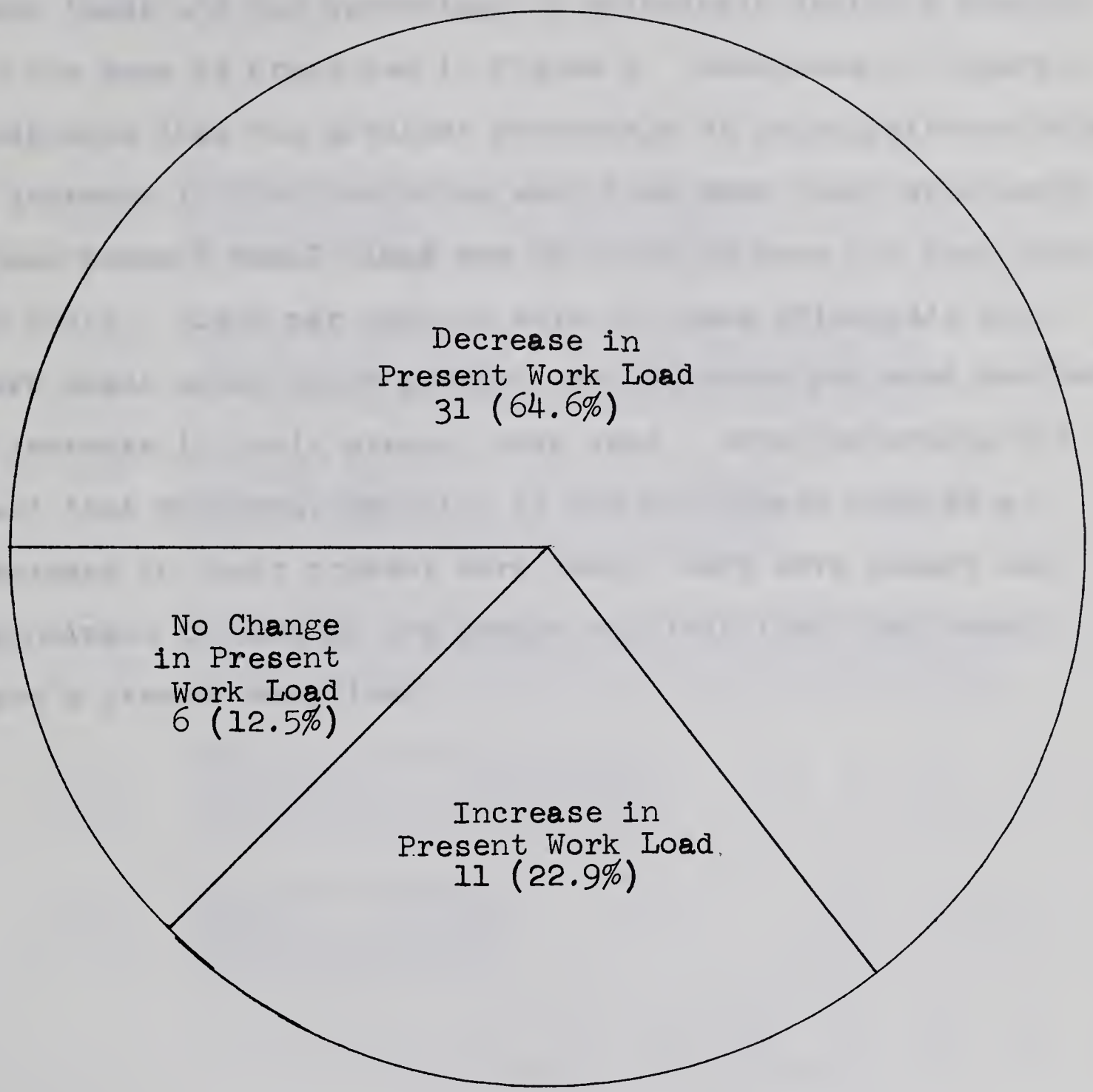
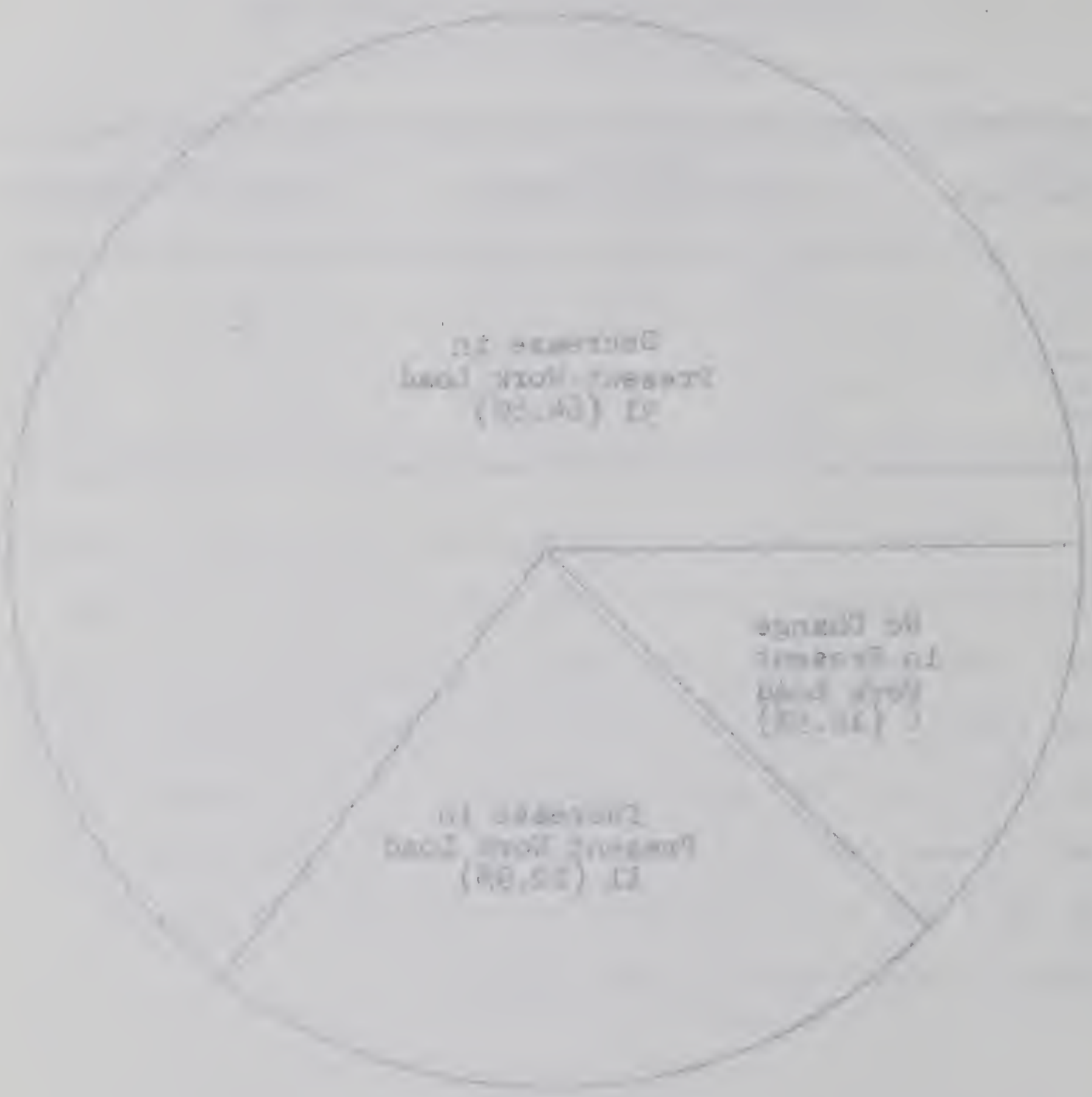


FIGURE 4.

PERCENTAGE OF PRINCIPALS REQUESTING
CHANGES IN EXISTING WORK LOAD



The relationship between the distribution of the actual work loads and the percentage of principals desiring changes in the same is presented in Figure 5. Reference to Figure 5 indicates that the greatest percentage of principals desiring a decrease in their existing work load were those principals whose present weekly load was 45 hours or more but less than 50 hours. Sixty per cent or more of those principals with work loads equal to or greater than 50 hours per week desired a decrease in their present work load. Notwithstanding the fact that the great majority of the principals desired a decrease in their present work load, there were always some principals in each of the groups who felt that they should have a greater work load.

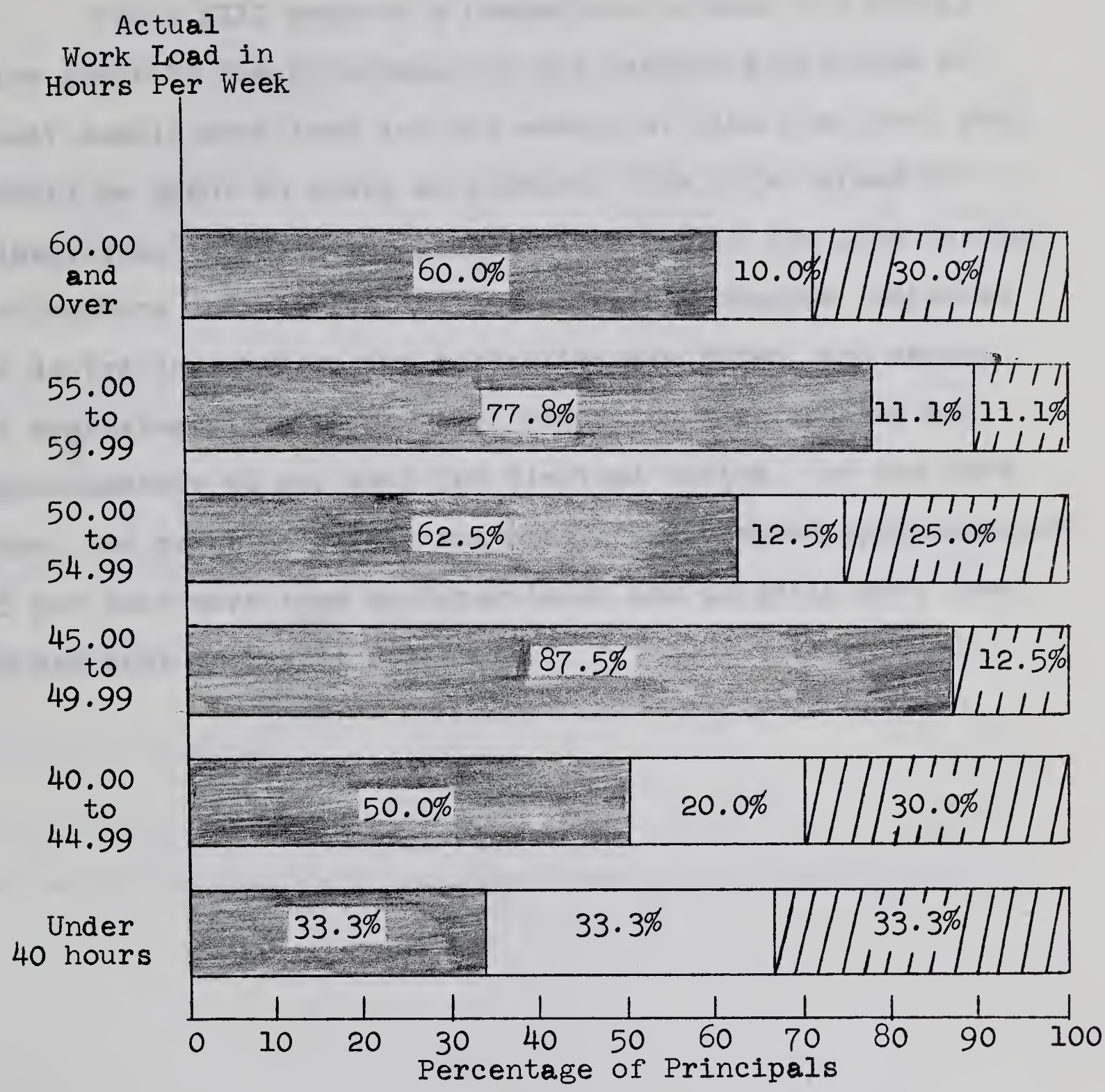
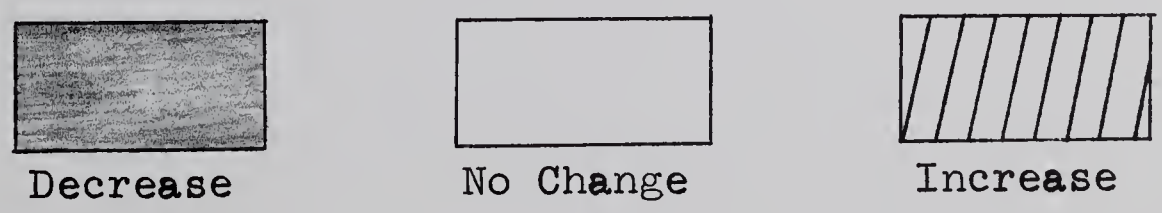


FIGURE 5.

DISTRIBUTION OF ACTUAL WORK LOAD AND PERCENTAGE OF PRINCIPALS DESIRING CHANGES



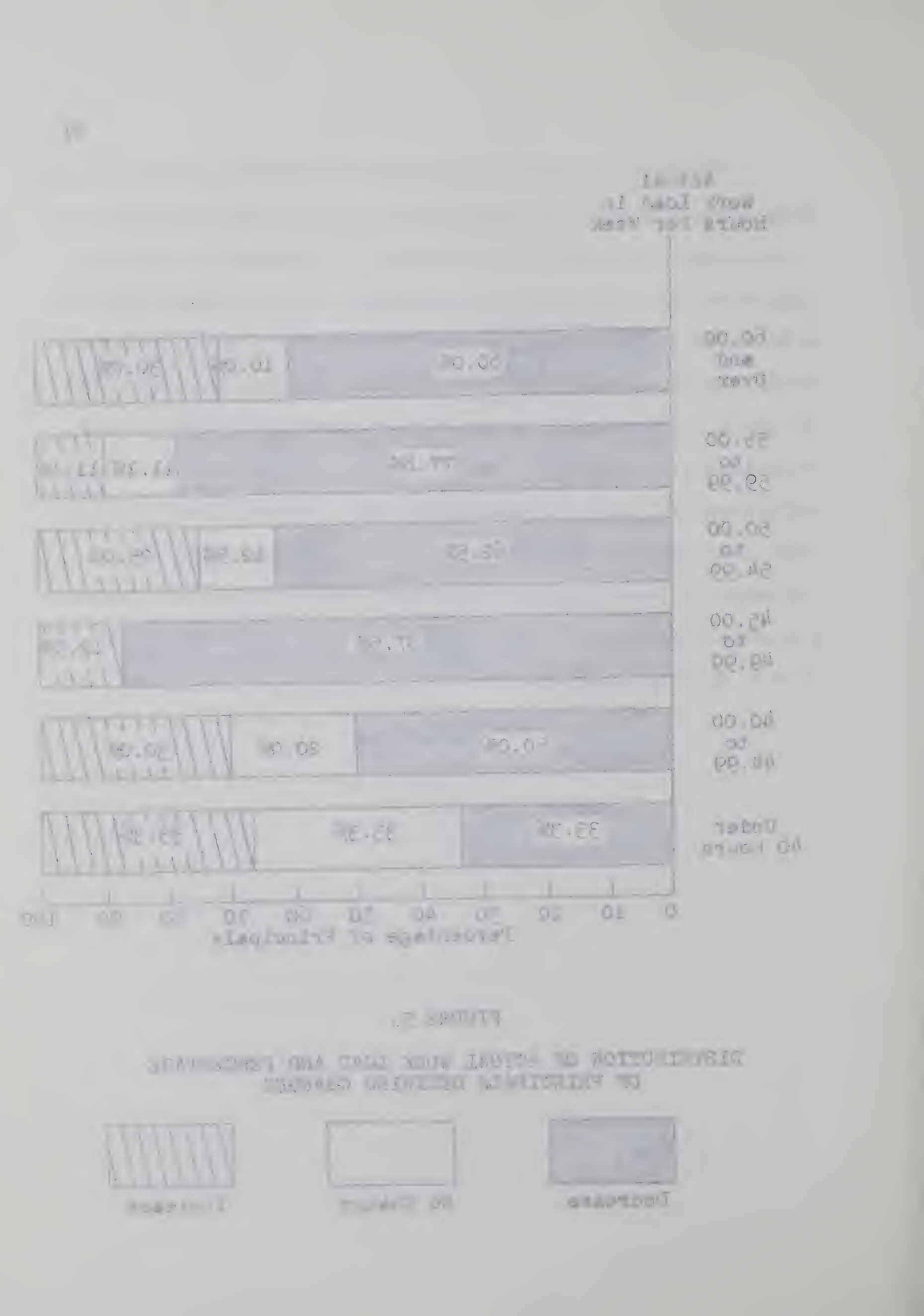


Table XIII reports a comparison between the actual time spent by the principals on the various activities of their weekly work load and the amount of time that they feel should be spent on these activities. The chief areas of dissatisfaction with the present load lay in the time devoted to Teaching and Clerical Duties. The net changes indicated as desirable in these two activities are shown, and amount to approximately a 18 per cent reduction for Teaching and approximately 50 per cent for Clerical Duties. At the same time, the principals felt that they should spend approximately 75 per cent more time on Supervision and slightly more than 70 per cent on Public Relations.

Table XIII records a comparison between the actual time spent on the protocols on the various activities of their weekly work load and the amount of time that they felt should be spent on these activities. The chief areas of dissatisfaction with the present load lay in the time devoted to teaching and clinical duties. The two averages indicated as desirable in these two activities are seven and second to approximately 2 [illegible] per week for teaching and approximately 50 per cent for clinical duties. At the same time, the writer's [illegible] that they would spend approximately 75 per cent more time on supervision and slightly more than 10 per cent on faculty relations.

TABLE XIII

DESIRED AND ACTUAL MEDIAN HOURS PER WEEK DEVOTED TO VARIOUS ACTIVITIES OF WORK LOAD

Activity	Desired	Actual	Net Change
Teaching	10.00	12.25	-2.25
Supervision	14.00	8.02	+5.98
Management	6.00	6.25	-0.25
Pupil Personnel	6.00	6.03	-0.03
Clerical Duties	2.50	5.02	-2.52
Public Relations	4.75	2.79	+1.96
Staff Personnel	2.50	2.67	-0.17

TABLE XIII

INCLUDED ARE ACTUAL [illegible] AND THE [illegible]
TO VARIOUS ACTIVITIES [illegible] LEVEL

Activity	Actual	Ideal	Difference
Teaching	[illegible]	[illegible]	[illegible]
Supervision	[illegible]	[illegible]	[illegible]
Management	[illegible]	[illegible]	[illegible]
Pupil Personnel	[illegible]	[illegible]	[illegible]
Curricular Guide	[illegible]	[illegible]	[illegible]
Public Relations	[illegible]	[illegible]	[illegible]
Staff Personnel	[illegible]	[illegible]	[illegible]

A comparison between the desired and actual distribution of activities during a week by the principals included in this study is presented in Table XIV. Reference to Table XIV indicates four major changes between the percentages of desired and actual weekly work load devoted to the various activities. On the one hand, the principals wanted to spend a greater percentage of their time on Supervision and Public Relations, while on the other, they wanted to devote a smaller percentage of time to Teaching and Clerical Duties. The principals felt that the percentages of time devoted to Management, Pupil Personnel, and Staff Personnel activities should remain approximately the same.

A comparison between the desired and actual distribution of activities during a week by the principals included in this study is presented in Table XIV. Reference to Table XIV indicates that major changes between the percentages of desired and actual weekly work load devoted to the various activities, on the one hand, the principals wished to spend a greater percentage of their time on Curriculum and Staff Relations, while on the other, they wished to devote a smaller percentage of time to Teaching and Clerical Duties. The principals felt that the percentages of time devoted to Management, Pupil Personnel, and Staff Personnel activities should remain approximately the same.

TABLE XIV

PERCENTAGE OF DESIRED AND ACTUAL WEEKLY WORK LOAD DEVOTED TO VARIOUS ACTIVITIES

Activity	Desired	Actual
Teaching	21.15	27.84
Supervision	28.75	17.69
Management	13.65	14.53
Pupil Personnel	14.29	13.92
Clerical Duties	6.93	12.20
Public Relations	8.90	7.03
Staff Personnel	6.32	6.79

TABLE XIV

PERCENTAGE OF SCHOOLS AND ACTUAL MONEY WHICH GOES DIRECTLY TO PUPILS ACTIVITIES

Activity	Percent	Actual
Teaching	[illegible]	[illegible]
Supervision	[illegible]	[illegible]
Maintenance	[illegible]	[illegible]
Staff Personnel	[illegible]	[illegible]
Clerical Duties	[illegible]	[illegible]
Public Relations	[illegible]	[illegible]
Staff Personnel	[illegible]	[illegible]

The percentage of principals desiring changes in the amount of time devoted to the various activities of their weekly work load is illustrated in Figure 6. The activity in which the greatest percentage of the principals desired a change was Supervision. Of the 79.2 per cent desiring a change in the amount of time devoted to Supervision, 72.9 per cent wanted an increase, while only 6.3 per cent wanted a decrease. Teaching was next in order in terms of the percentage of principals desiring a change. However, in the case of Teaching, the great majority of the principals desired to spend less time on Teaching than they actually did at present. Only 14.6 per cent wanted to devote more time than at present. In the case of Management, approximately one-third wanted to spend more time, one-third wanted to spend less time, and one-third did not want any change from the amount of time presently spent. Almost 95 per cent of the principals either wanted no change or a decrease in the amount of time devoted to Clerical Duties. The area in which the greatest percentage of the principals indicated that they did not desire any change was Staff Personnel activities. Almost 50 per cent of the principals indicated that they felt that they should spend more time on Public Relations.

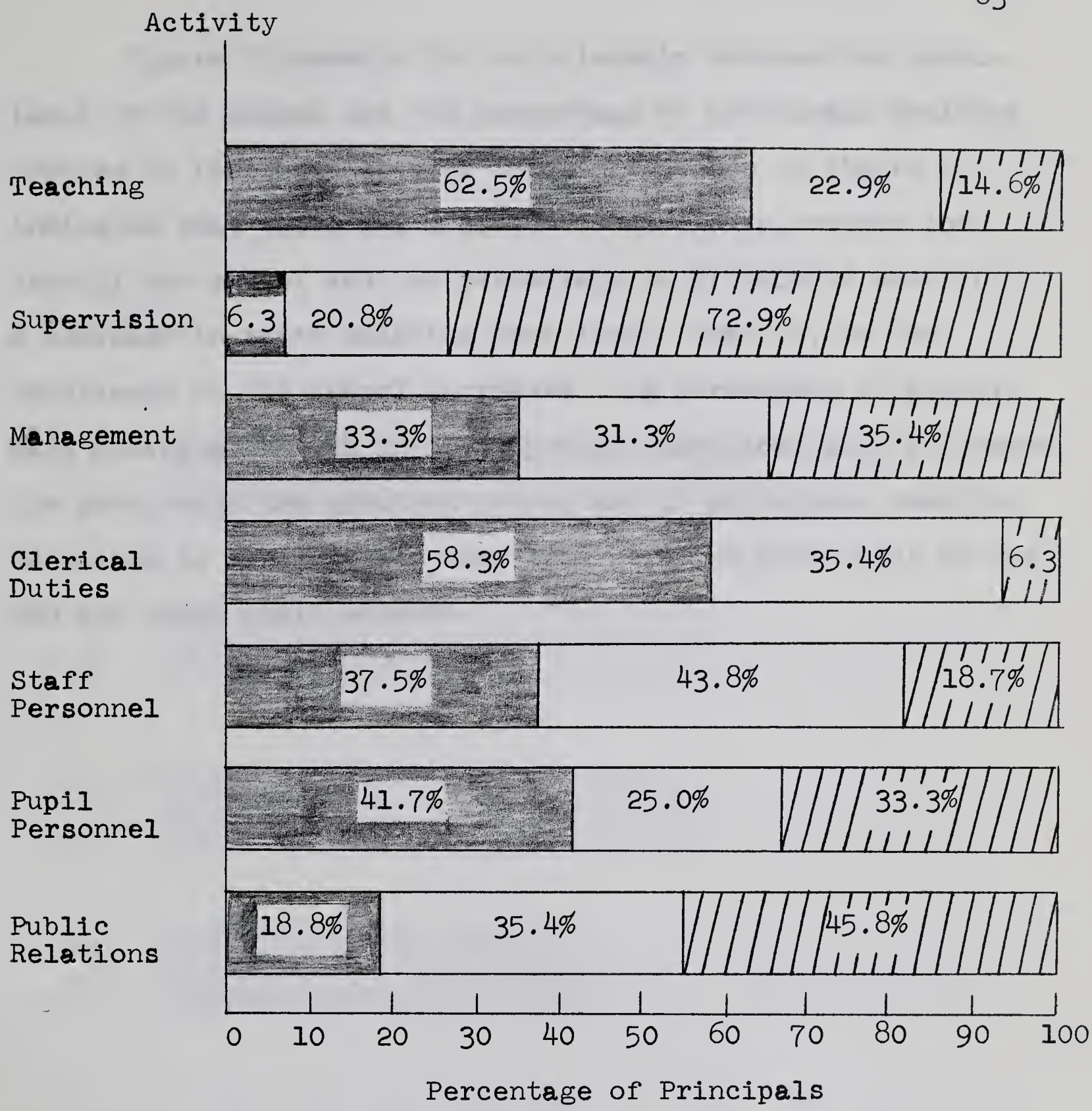


FIGURE 6.

PERCENTAGE OF PRINCIPALS DESIRING CHANGES IN TIME DEVOTED TO VARIOUS ACTIVITIES OF WEEKLY WORK LOAD

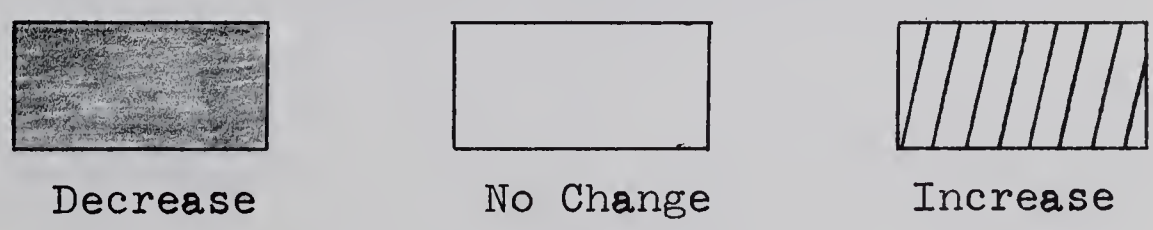


Figure 7 presents the relationship between the enrollment of the school and the percentage of principals desiring changes in their weekly work load. Reference to Figure 7 indicates that there was a direct relationship between the size of the school and the percentage of principals desiring a decrease in their existing work load. That is, as the enrollment of the school increased, the percentage of principals desiring changes in their present work load also increased. The group with the greatest percentage of principals desiring no change in their weekly work load were the principals of the 400 and Under pupil schools.

Figure 7 presents the relationship between the mental-health of the school and the methodology of principals desiring changes in their schools work load. Reference to Figure 7 indicates that there was a direct relationship between the size of the school and the percentage of principals desiring a decrease in their daily activities work load. That is, as the enrollment of the school increased, the percentage of principals desiring changes in their overall work load also increased. The study with the greatest percentage of principals desiring no change in their work load were the principals of the 400 and under pupil schools.

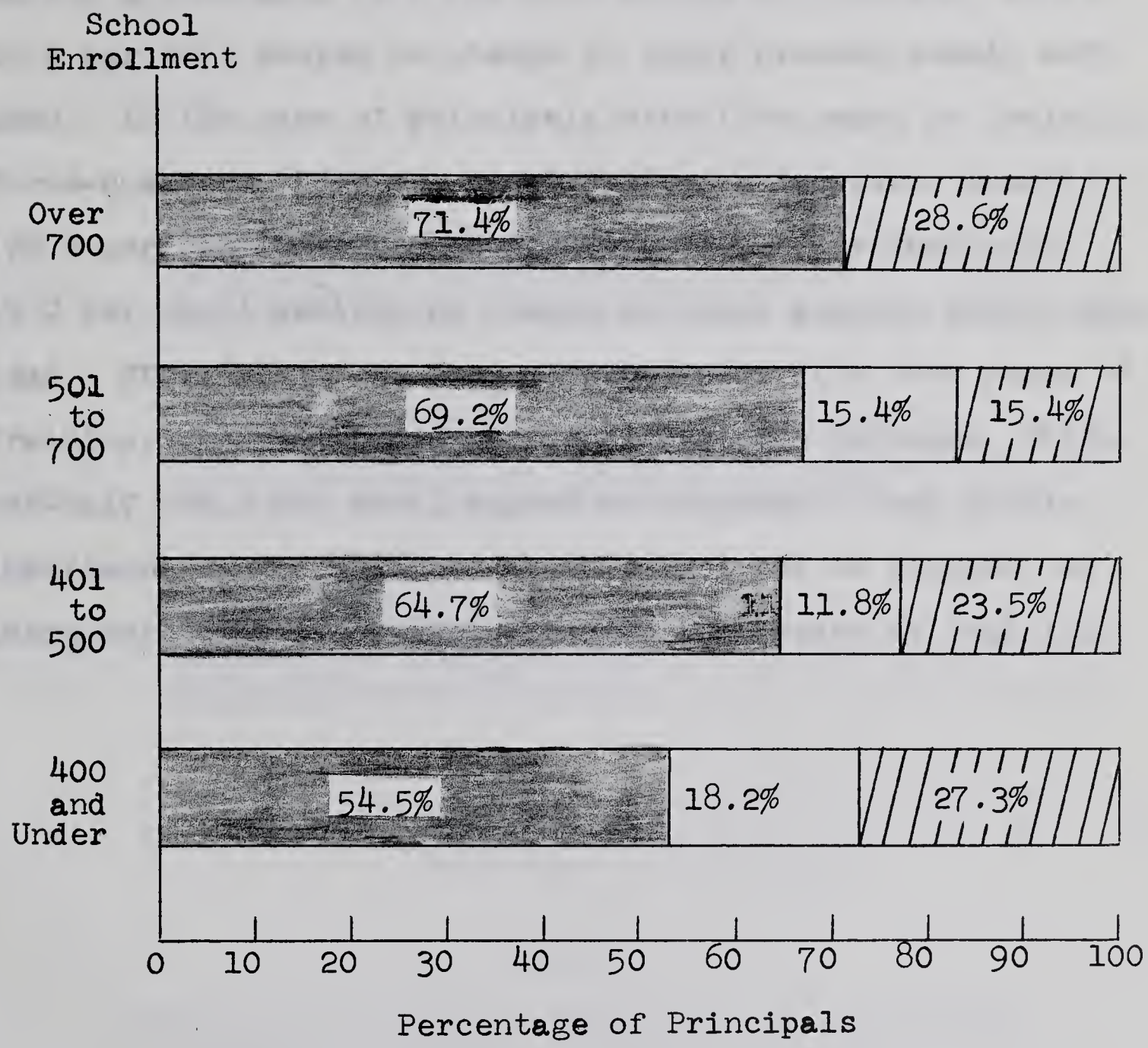
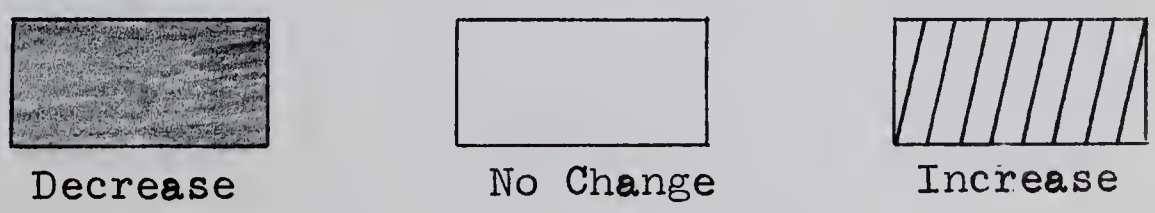


FIGURE 7.

ENROLLMENT OF SCHOOL AND PERCENTAGE OF PRINCIPALS DESIRING CHANGES IN WEEKLY WORK LOAD



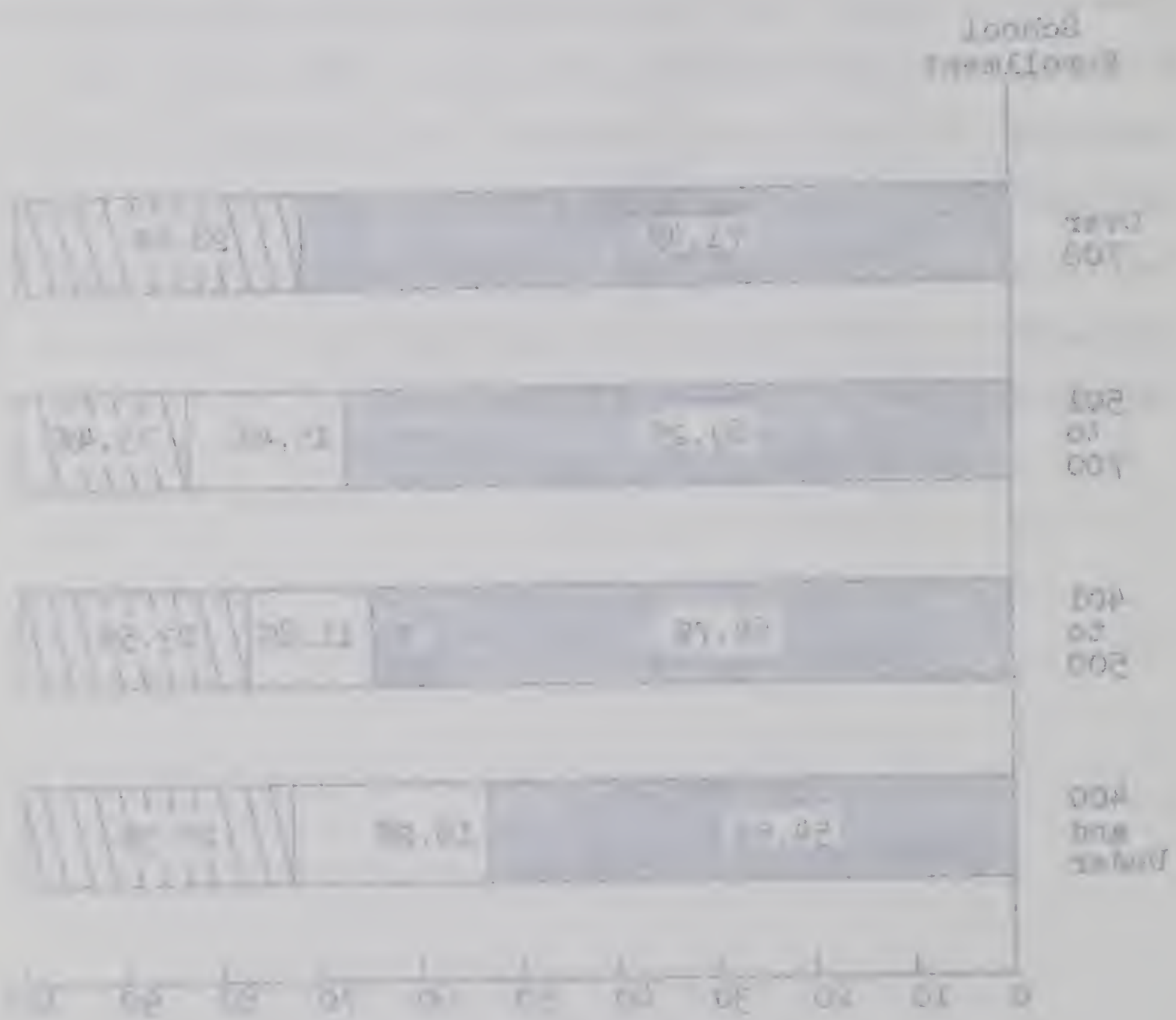
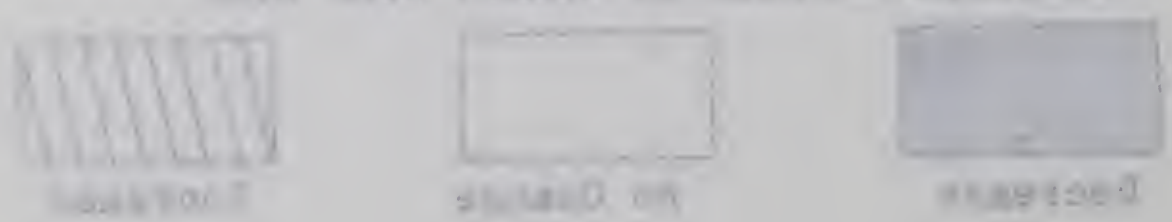


FIGURE 71.

SUPERIORITY OF SCHOOL AND TEACHERAGE OF PENNSYLVANIA
POSITION DERIVED BY WEEKLY WORK TIME



The relationship between the years of training of the principals and the percentage of principals desiring changes in their weekly work load is illustrated in Figure 8. Of the principals with six years of training, 57.7 per cent wanted a decrease, 23.1 per cent wanted an increase, while 19.2 per cent wanted no change in their present weekly work load. In the case of principals with five years of training, three-quarters (75.0 per cent) desired a decrease, one-fifth (20.0 per cent) desired an increase, while one-twentieth (5.0 per cent) desired no change in their present weekly work load. Finally, in the case of principals with four years of training, one-half (50.0 per cent) wanted a decrease, while one-half (50.0 per cent) wanted an increase. Very little importance can be attached to this last set of figures, as there were only two principals with four years of training.

The relationship between the number of teaching of the principals and the percentage of principals desiring changes in their weekly work load is illustrated in Table 11 of the principals with six years of teaching, 57.1 per cent wanted a decrease, 23.1 per cent wanted an increase, while 19.8 per cent wanted no change in their present weekly work load. In the case of principals with five years of teaching three-quarters (75.0 per cent) desired a decrease, one-fifth (20.0 per cent) desired an increase, while one-twelfth (5.0 per cent) desired no change in their present weekly work load. Finally, in the case of principals with four years of teaching, one-half (50.0 per cent) wanted a decrease, while one-half (50.0 per cent) wanted an increase. Very little importance can be attached to this last set of figures, as there were only two principals with four years of teaching.

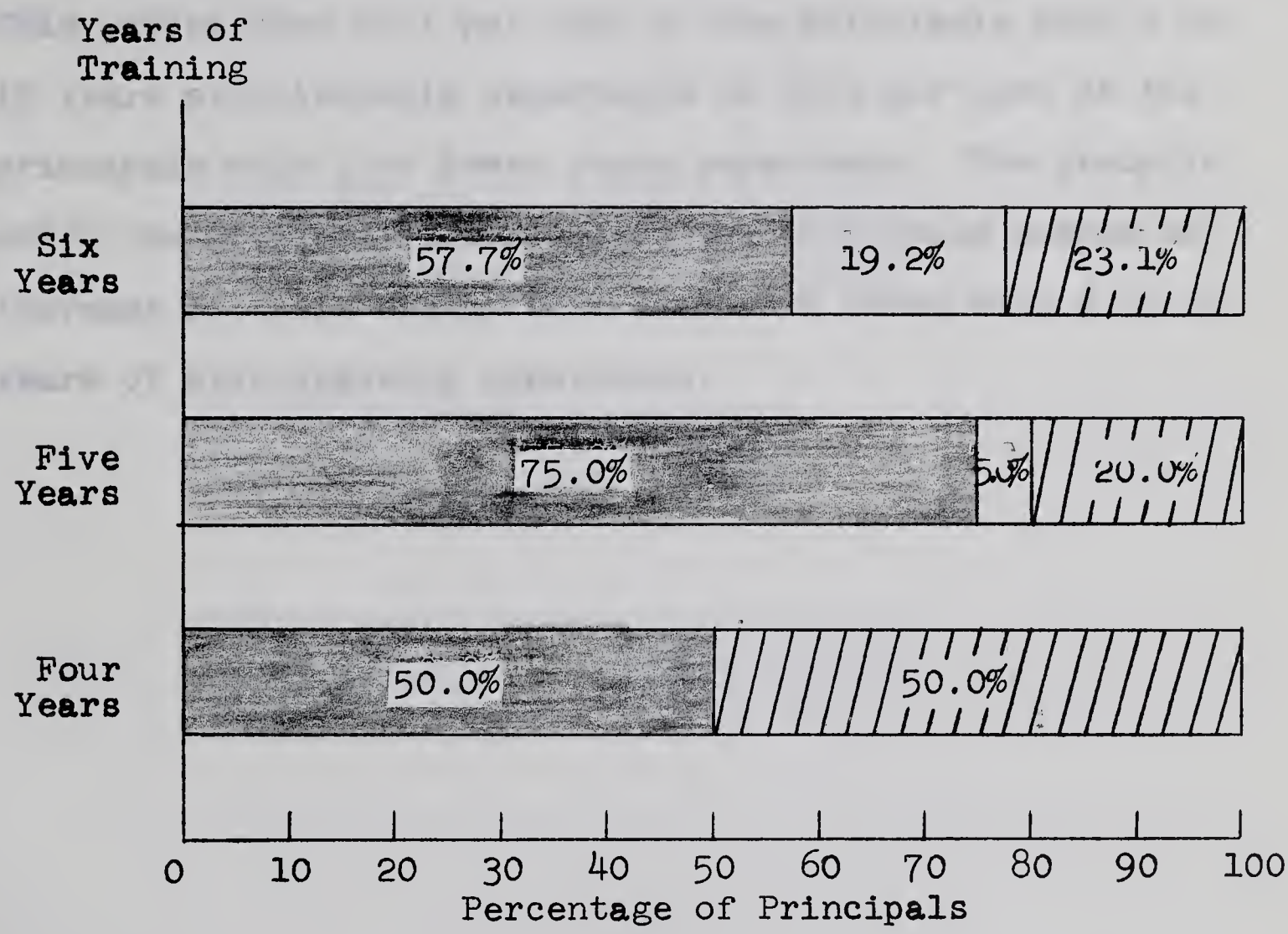
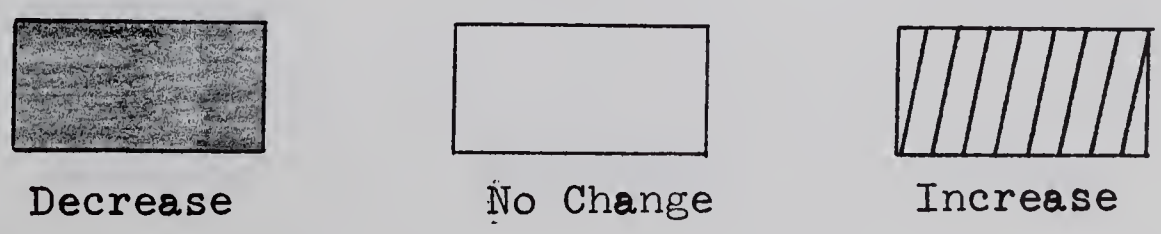


FIGURE 8.

YEARS OF TRAINING AND PERCENTAGE OF PRINCIPALS DESIRING CHANGES IN WEEKLY WORK LOAD



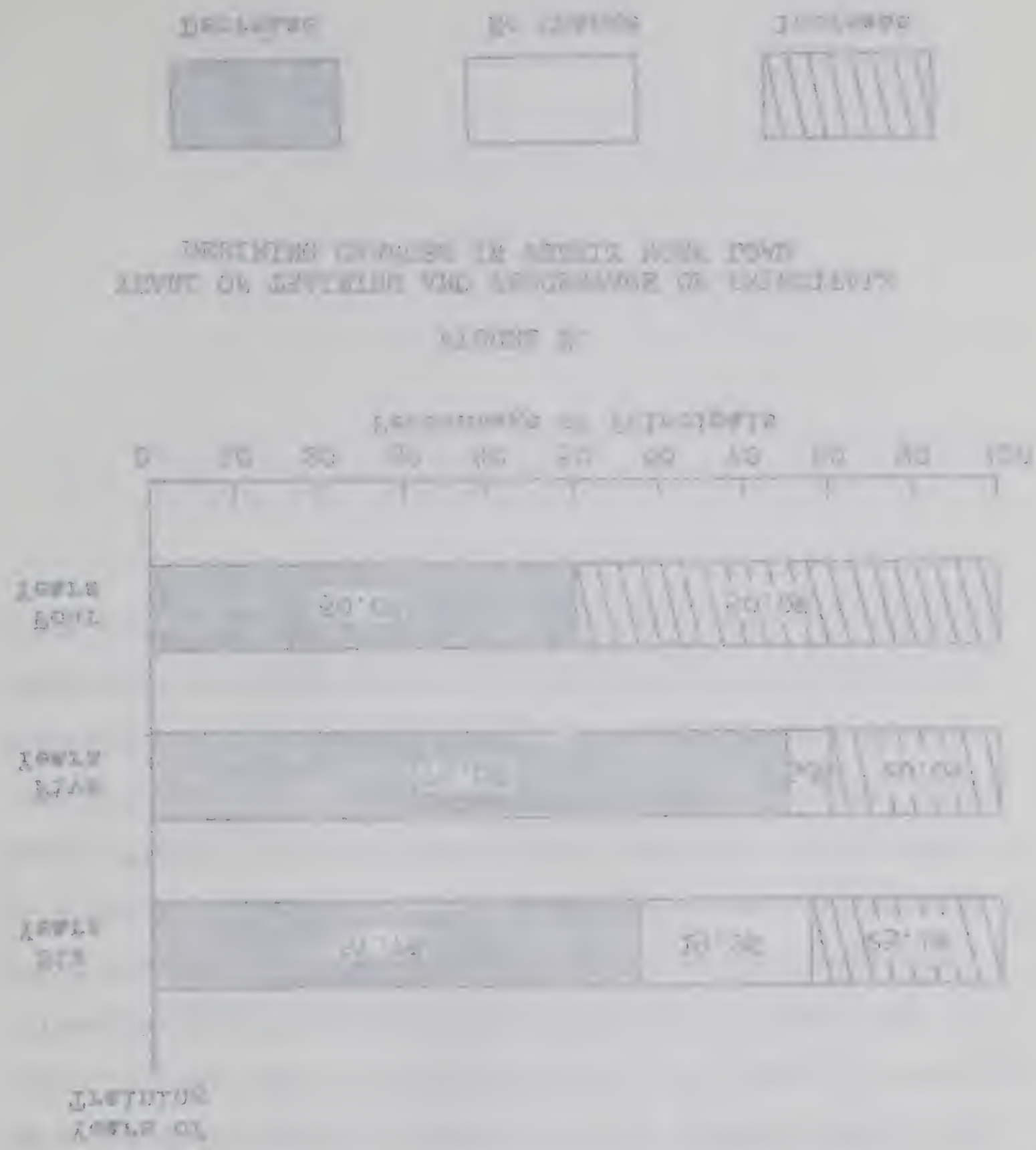

DEFICIENT
IN CAPITAL
SURPLUS
INCREASING CONCERN IN ARGENTINA OVER THE
LEVEL OF INVESTMENT AND ENCOURAGEMENT OF INDUSTRIALIZATION
SLIDE 2
PERCENTAGE OF RESPONDENTS
0
10
20
30
40
50
60
70
80
90
100
HIGH
INCOME
20%
20%
LOWER
MIDDLE
INCOME
LOWEST
INCOME
INSTITUTE
FOR STUDY OF

Figure 9 illustrates the relationship between the principalship experience of the principals and the percentage of principals desiring changes in their weekly work load. In each of the three groups, the greatest percentage of the principals desired a decrease in their weekly work load. This varied from 57.1 per cent of the principals with 6 to 15 years principalship experience to 68.2 per cent of the principals with 5 or Fewer years experience. The group in which the greatest percentage of the principals wished an increase in their weekly work load were those with 6 to 15 years of principalship experience.

Figure 3 illustrates the relationship between the principalship experience of the principals and the percentage of principals desiring changes in their weekly work load. In each of the three groups, the greatest percentage of the principals desired a decrease in their weekly work load. This varied from 57.1 per cent of the principals with 6 to 15 years principalship experience to 66.2 per cent of the principals with 5 or fewer years experience. The group in which the greatest percentage of the principals wished an increase in their weekly work load were those with 6 to 15 years of principalship experience.

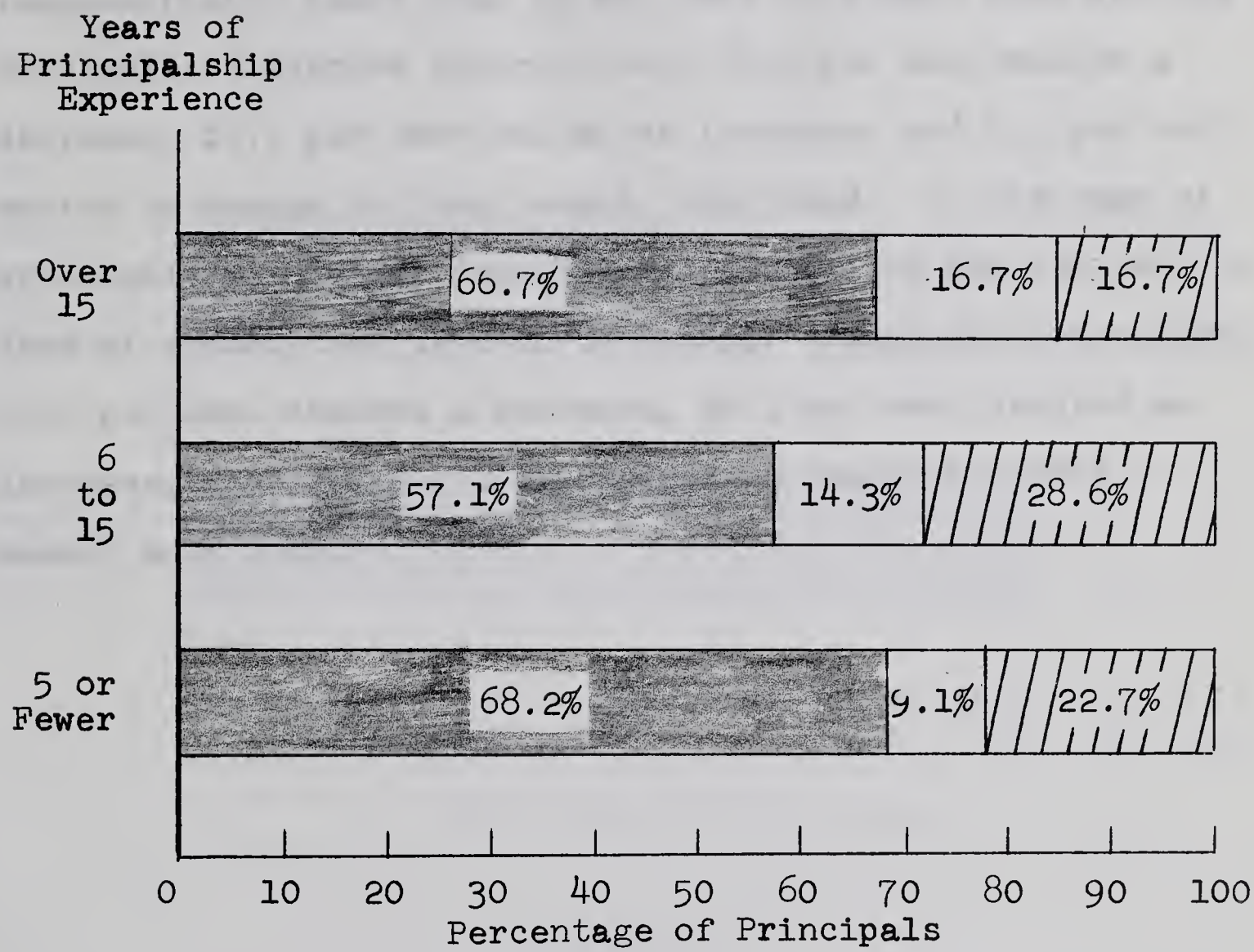
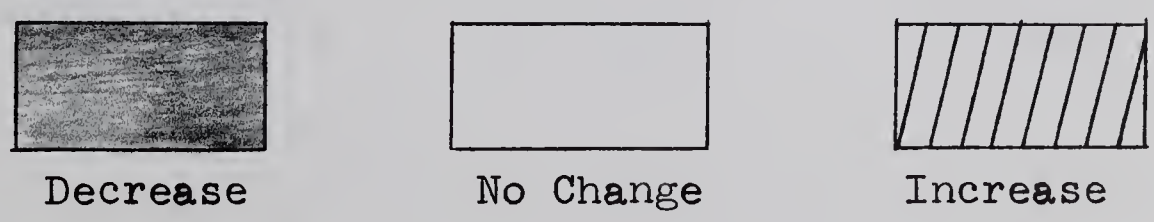


FIGURE 9.

YEARS OF PRINCIPALSHIP EXPERIENCE AND PERCENTAGE OF PRINCIPALS DESIRING CHANGES IN WEEKLY WORK LOAD



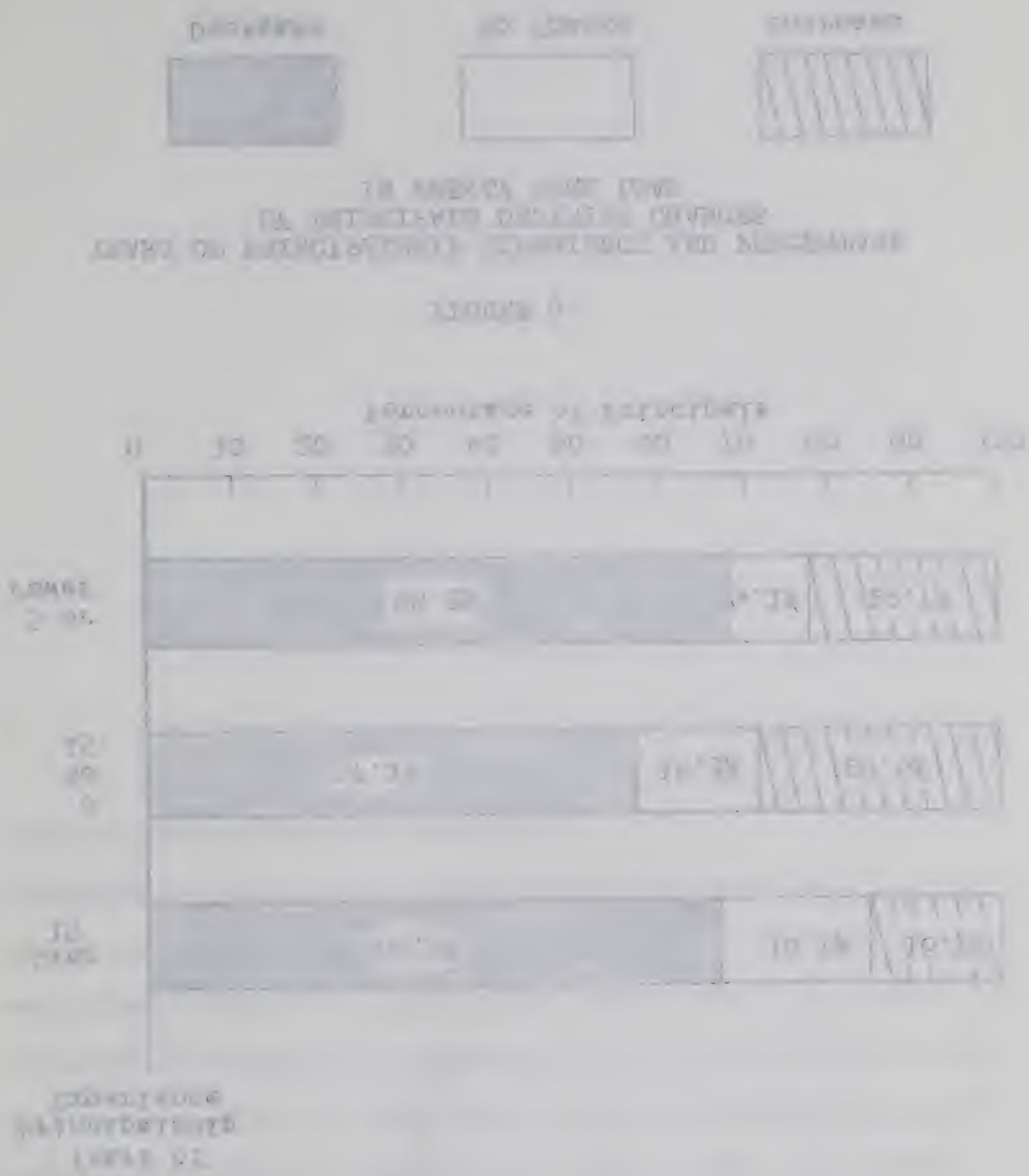


Figure 10 illustrates the relationship between the amount of regular classroom instruction done by the principals and the percentage of principals desiring changes in their weekly work load. Of those principals with major teaching responsibility (more than 25 per cent of school time devoted to regular classroom instruction), 82.4 per cent wanted a decrease, 11.7 per cent wanted an increase, and 5.9 per cent wanted no change in their weekly work load. In the case of principals with minor teaching responsibility (25 per cent or less of school time devoted to regular classroom instruction), 54.8 per cent desired a decrease, 29.1 per cent desired an increase, and 16.1 per cent desired no change in their weekly work load.

Figure 10 illustrates the relationship between the amount of regular classroom instruction done by the principals and the percentage of principals desiring changes in their weekly work load. Of those principals with daily teaching responsibility (more than 5 per cent of school time devoted to regular classroom instruction), 69.4 per cent wanted a decrease, 11.1 per cent desired an increase, and 5.6 per cent wished no change in their weekly work load. In the case of principals who minor teaching responsibility (25 per cent or less of school time devoted to regular classroom instruction), 54.8 per cent desired a decrease, 29.1 per cent desired an increase, and 16.1 per cent desired no change in their weekly work load.

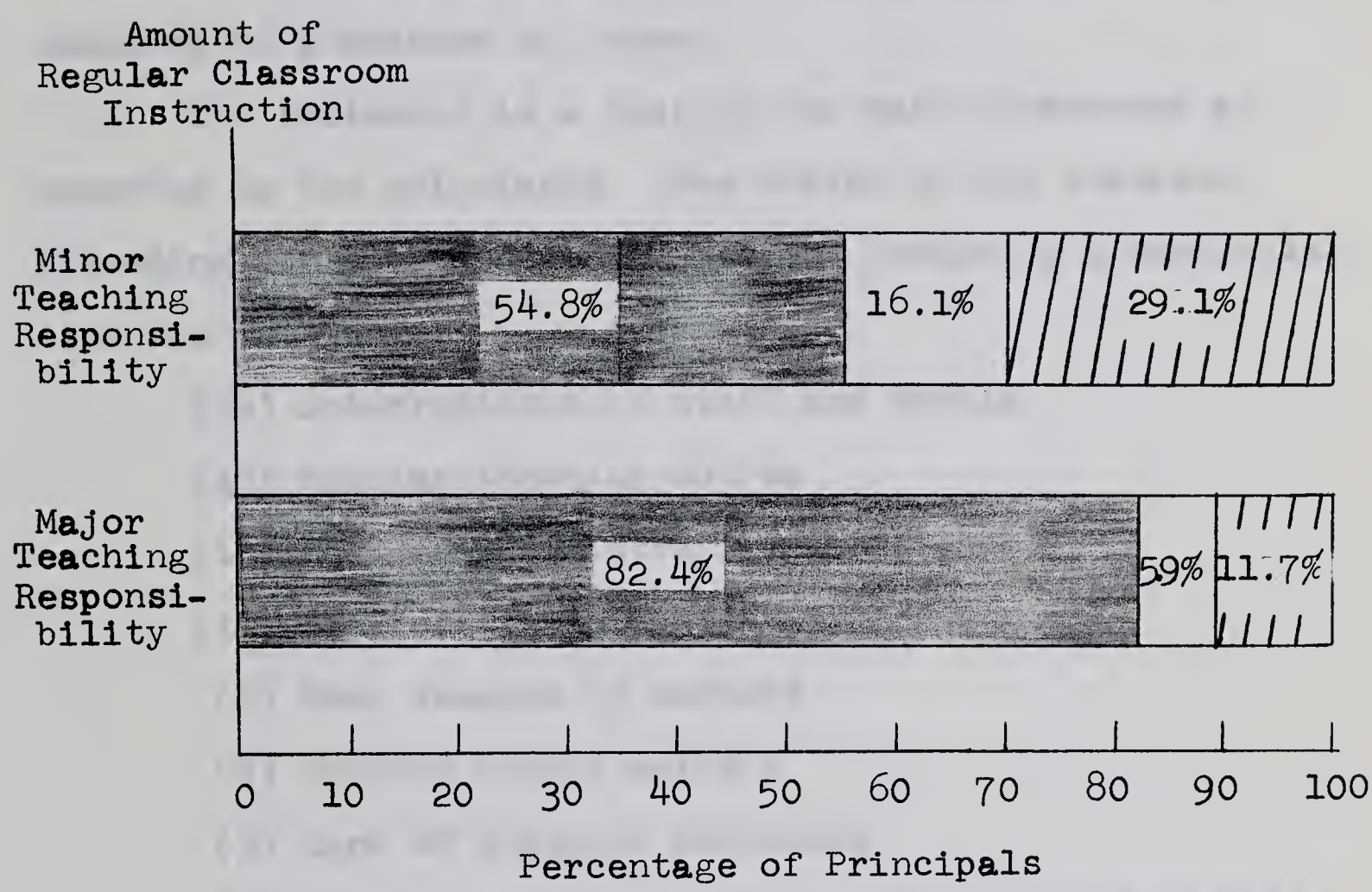
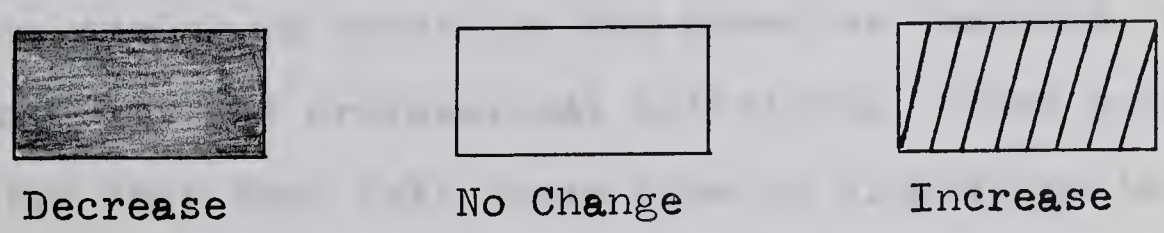


FIGURE 10.

AMOUNT OF REGULAR CLASSROOM INSTRUCTION PER WEEK AND PERCENTAGE OF PRINCIPALS DESIRING CHANGES IN WEEKLY WORK LOAD



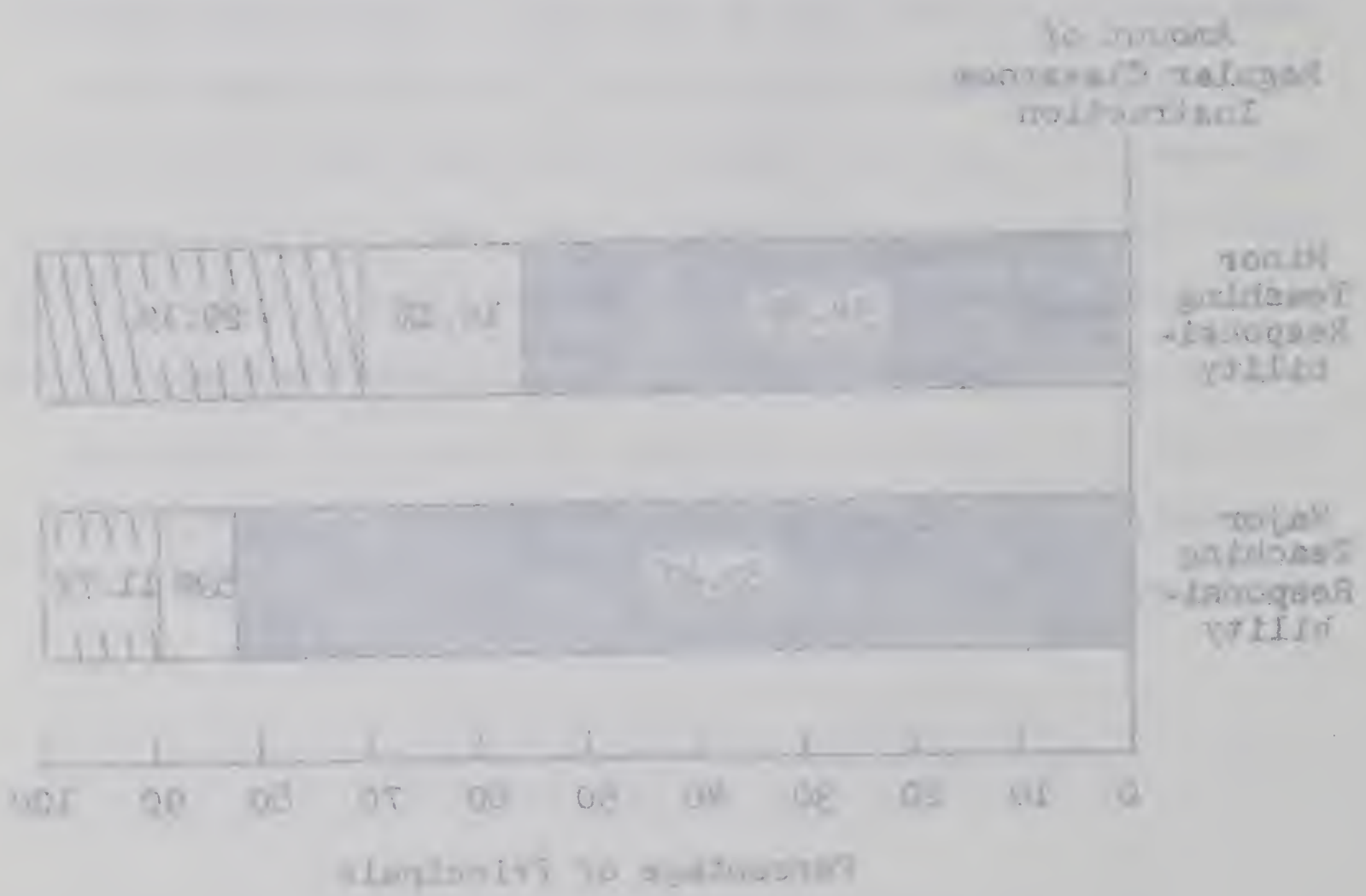


FIGURE 10.

AMOUNT OF REGULAR CLASSROOM INSTRUCTION PER WEEK
AND RESPONSIBILITY OF PRINCIPALS EXPECTED
CHANGES IN MIDDLE WORK TEAM

II. MAIN HINDRANCES TO DESIRED USE OF TIME

In the final section of the questionnaire the principals were asked to indicate what they felt were the main hindrances to the desired use of their time. The principals could check up to a maximum of three.

The following is a list of the main hindrances as reported by the principals. The number in the brackets preceding the hindrance indicates the frequency a particular item was mentioned.

(24) Interruptions by staff and pupils

(18) Regular teaching duties

(13) Lack of administrative assistance

(13) Lack of clerical help

(6) Many demands of parents

(4) Routine office matters

(3) Lack of guidance personnel

(2) Solving problems which teachers should be able to solve, e. g. discipline

Complaints mentioned by one principal only included: public interruptions, dislike of administration, personal inefficiency, acting as substitue for absentee teachers, and too many community and professional activities. Four principals indicated that they felt there were no hindrances to the desired use of their time.

II. MAIN DISCLOSURES TO IDENTIFIED DRS IN TIME

In the final section of the questionnaire the principals were asked to indicate when their DRS were the main disclosures to the desired use of their time. The principals could choose up to 8 main of these.

The following is a list of the main disclosures as reported by the pri-cipals. The number in the brackets preceding the interpretation indicates the frequency a particular item was mentioned.

(24) Interruptions by staff and public

(18) Regular meeting dates

(17) Lack of qualitative feedback

(13) Lack of clerical help

(6) Many demands of parents

(4) Anything extra requires

(3) Lack of guidelines personnel

(2) Solving problems which teachers should be able to solve, e. g. discipline

Complaints mentioned by one principal and included public interruptions, dislike of observation, paperwork, inflexibility, acting as disciplin the secretary, too many community and professional activities. Four principals indicated that only half their time was in disposal in the desired use of their time.

III. SUMMARY

The principals included in this study recommended a decrease of approximately five hours per week in their work load. Generally speaking those with a heavier work load felt that their work load should be lightened. The main areas of complaint in the existing work load were Teaching and Clerical Duties, where the principals felt they were spending too much time, and Supervision and Public Relations where they felt they were not spending enough time. The principals had a fairly extensive list of factors which they felt were hindrances to the desired use of their time.

CHAPTER IX

CONCLUSION

The purpose of this study was to analyze the weekly work load of Nova Scotia high school principals. It was felt that the type of activities performed, the time spent on them, and the amount of time that the principals would like to spend on them would be of value and importance to the administrator. The intention of the study was not to determine any rigid criteria as to how the principals should distribute their time among their various activities. It was fully realized that the amount of time spent on any particular activity by any one principal whould depend upon a number of related factors such as the size of the school, training and experience of the principal, clerical and administrative assistance, and allocation of responsibilities by higher authorities.

I. SUMMARY OF FINDINGS

The purpose of this study was: (1) to analyze the weekly work load of high school principals, (2) to study the relationship of various factors to work load, (3) to determine how the principals felt they should distribute their time among their various activities, and (4) to determine what the principals felt were the main hindrances to the desired use of

CHAPTER II

INTRODUCTION

The purpose of this study was to analyze the weekly work load of Nova South's high school principals. It was felt that the type of activities performed, the time spent on them, and the amount of time that the principals would like to spend on them would be of vital and importance to the administrator. The investigation of the study was not to determine an ideal criteria as to how the principals should distribute their time among their various activities. It was fully realized that the amount of time spent on any particular activity by any one principal should depend upon a number of related factors such as the size of the school, training and experience of the principal, physical and emotionally supportive assistance, and allocation of responsibilities by higher authorities.

I. STATEMENT OF PROBLEM

The purpose of this study was: (1) to analyze the weekly work load of high school principals, (2) to study the relationship of various factors to work load, (3) to determine how the principals felt they should distribute their time among their various activities, and (4) to determine what the principals felt were the main hindrances to the desired use of

their time. The following conclusions resulted from an analysis of the date obtained by means of a questionnaire on the work load of high school principals.

1. The work loads of the high school principals included in this study ranged from 35.00 to 80.75 hours per week with the average time reported being 52.79 hours per week and the median time 52.48 hours per week.

2. The hourly work load of Nova Scotia high school principals differed little from that of Nova Scotia teachers with the exception that the former devoted three hours more to school activities during the weekend than did the latter.

3. Teaching occupied slightly more than one-quarter of the principals' weekly work load, while Supervision and Management activities constituted 17.69 per cent and 14.53 per cent respectively. The principals spent approximately 13 per cent of their weekly work load on each of Pupil Personnel activities and Clerical Duties, while together Public Relations and Staff Personnel activities accounted for slightly more than 13 per cent.

4. The relationship between the size of the school and the distribution of the principals' time among the various activities of their weekly work indicated one trend. As the size of the school increased, the amount of time and the percentage of the total weekly work load devoted by the principals to Supervision increased. In fact, principals of

their time. The following conclusions resulting from an analysis of the data obtained in these of a questionnaire are of the work load of high school principals.

1. The work loads of the high school principals included in this study ranged from 52.00 to 10.75 hours per week with the average time spent being 32.73 hours per week and the median time 32.00 hours per week.

2. The overall mean load of the Ontario high school principals differed little from that of Nova Scotia respective with the exception that the former spent more time to school activities while the reverse was did the latter.

3. Teaching occupies relatively more time than one-quarter of the principals' work load, while supervision and management activities constituted 17.09 per cent and 14.53 per cent respectively. The principals spent approximately 13 per cent of their weekly work load on each of first Personnel activities and Clerical Duties, while Superior Public Relations and Staff Personnel activities accounted for slightly more than 11 per cent.

4. The relationship between the size of the school and the distribution of the principals' time among the various activities of their weekly work indicated one trend. As the size of the school increases, the amount of time spent the percentage of the total weekly work load devoted by the principals to supervision increases. In fact, principals of

schools with an enrollment of over 700 pupils devoted the greatest percentage of their time to Supervision. This group differed from principals of schools with an enrollment of under 700 pupils where the greatest percentage of time was spent on Teaching.

5. There was a weak relationship between the principalship experience of the principals and their total weekly work load. Generally speaking, those principals with many years experience had a shorter weekly work load than those principals with few years of experience.

6. The amount of time spent on regular classroom instruction by the principals had an effect on the amount of time devoted to the various activities of the weekly work load. In all of the activities except Teaching, principals with minor teaching responsibility devoted more time to each activity than did principals with major teaching responsibility.

7. A decrease in their existing work load was recommended by the principals included in this study. Although working a median of 52.48 hours per week, the principals recommended a median work load of 46.75 hours per week. They felt that they should spend less time on Teaching and Clerical Duties and more time on Supervision and Public Relations.

8. The majority of the principals felt that the main hindrances to the desired use of their time were: (1) interruptions by staff and pupils, (2) regular teaching duties,

(3) lack of administrative assistance and (4) lack of clerical help.

II. DISCUSSION OF FINDINGS

The results of this and other studies dealing with the work load of principals indicate that principals are devoting approximately fifty hours per week to their job. In addition, it appears that the principals' work week is getting longer rather than shorter. This is contrary to the trend towards a shorter work period for the general working public, but may be, among other things, the price of achieving professional status. Therefore, the goal of a forty-hour week seems at present, to be unrealistic for school principals.

The fact that the principals reported a weekend work load of approximately seven hours may be a factor requiring consideration. Because of this heavy weekend work load, principals often may be forced to forgo engaging in recreational and cultural activities which provide a measure of relaxation. It accordingly is not suprising that the principals recommended a decrease in the weekend work load to approximately four hours.

No attempt was made to take into account the effort required and the wearing effect on the principal in fulfilling different activities of his work load. It must be realized that, because of his position, the principal is highly visible

(3) Lack of administrative assistance and (4) lack of clerical help.

12. Duties (?) of Principals

The results of this and other studies dealing with the work load of principals indicate that principals are devoting approximately fifty hours per week to their job. In addition, it appears that the principals' work area is getting larger rather than shorter. This is contrary to the trend towards a shorter work period for the general working public, but may be, among other things, the price of maintaining professional status. Inevitably, the load of a principal was seen as overbroad, to be unrealistic for school principals.

The fact that the principals reported a working work load of approximately fifty hours may be a factor requiring consideration. Because of this heavy assigned work load, principals often are forced to forego engaging in recreational and cultural activities which provide a measure of relaxation. It accordingly is not surprising that the principals reported a decrease in the assigned work load to approximately four hours.

No attempt was made to take into account the effort required and the mental effort of the principal in initiating different activities of his work load. It does be realized that, because of the positions the individual is mainly dealing

and accessible to the many sub-publics that he must serve. Teachers, pupils, parents, and the general public all place many demands on the principal's time. Much of the principal's time is spent in dealing with individuals and groups of individuals, a type of activity that requires the expenditure of much more energy than many people appreciate. Therefore, although the time spent on various activities may be the same, the strain, pressure, and wearing effect may be quite different.

In terms of the amount of time devoted to the various activities, the principals included in this study reported spending the greatest percentage of their time on Teaching. This amounted to over 25 per cent of their total weekly work load. This being the case, certain observations seem warranted. On the one hand, it may be extremely difficult for the principal to do an adequate job of teaching. He is continually being interrupted by telephone calls, parent and visitor interviews, and by requests from teachers. The result is that the pupils being taught may get less than the best instruction. On the other hand, if the principals spend over one-quarter of their time on Teaching, do they have sufficient time remaining to perform the other activities which are their prime responsibility? Do they have sufficient time for adequate supervision, capable administration, and sound public relations? The results of this study seem to

indicate that they do not. The principals reported spending a median of only 8.02 hours per week on Supervision, which was four hours less than the time spent on Teaching, and only three hours more than the time spent on Clerical Duties. Public Relations accounted for slightly less than three hours per week. However, it is encouraging when one examines the amount of time that the principals recommended should be spent on the various activities of their work load. Here the principals felt that they should spend the greatest percentage of their time on Supervision, with Teaching being next in order. An increase in the amount of time devoted to Public Relations was also recommended along with a decrease in the amount of time devoted to Clerical Duties.

III. IMPLICATIONS OF THE STUDY

The major implication of the study stems from the manner in which the principals distributed their time among their various activities, and more especially the substantial proportion of time devoted to Teaching.

This may be due to several factors. In the first place, it may be that some principals prefer regular classroom instruction over those administrative and supervisory activities which a principal must perform. Be that as it may, such individuals should remain as regular classroom teachers rather than accepting administrative positions. Secondly, it may be that some

hundred feet from an ion. The psychological theoretical speeds a maximum of only 1.00 meters per week of operations, which was four hours less than the time spent on theoretical and only three more minutes than the time spent on clerical duties. Public relations accounted for slightly less than three hours per week. However, it is interesting when one examines the amount of time that the psychologists recommended should be spent in various activities of their work load. Some the psychologists felt that they should spend the greatest percentage of their time on supervision, with research being next in order. In interviews in the amount of time devoted to Public Relations was also recommended along with a decrease in the amount of time devoted to Clerical duties.

III. Implications of the Study

The major implication of the study stems from the fact that the psychologists differed their time among various activities, but more especially the relative proportion of time devoted to testing.

This may be a sign of several things. In the first place, it may be that some psychologists prefer regular classroom instruction over those activities and supervision activities with a psychologist cast position. The fact is it may, some psychologists should remain as regular classroom teachers rather than entering administrative positions. Secondly, it may be that some

individuals upon being appointed principal, have little or no training for the job and as a result, spend their time in doing what they know best, namely Teaching. Consequently, in-service training programs, such as those provided by the Nova Scotia School Administrators Association, and the Nova Scotia Department of Education through their Summer School Block Program in Supervision, are to be commended. Finally the reason that principals devote a large proportion of their time to Teaching may be that the present teacher-pupil ratio as outlined in the Foundation Program is too high. Consequently, the principals may have to spend more time on regular classroom instruction than is advisable.

IV. PROBLEMS FOR FURTHER RESEARCH

Certain aspects of the duties of administrative personnel are worthy of future study.

1. In view of the consolidation program presently being carried out in the elementary schools in the rural areas of Nova Scotia, the availability and use of administrative time by the elementary school principals should be studied.

2. The work load of high school vice-principals should be analyzed in terms of time and nature of responsibilities.

individuals upon being appointed principal, have little or no training for his job and at a few it, stand their time in doing what they know nothing about. Teaching. Consequently, inexperience leading students, not as those providing to, but those doing [illegible] administration exercises, and the more media [illegible] or occasional visits their lower school. Most frequent in [illegible], are to be commended. Finally the reason this principals devote a large proportion of their time to teaching was in fact, the present teacher-pupil ratio as outlined in the Foundation Program is too high. Consequently the principals are left to spend more time on regular classroom instruction than is actually.

IV. PROBLEMS FOR FURTHER RESEARCH

Certain aspects of the duties of administrative personnel are worthy of further study.

1. In view of the consolidation program presently being carried out in the elementary schools in the rural areas of Nova Scotia, the practicability and use of administrative time for the elementary school principals should be studied.

2. The work load of the school vice-principals should be analyzed in terms of time and nature of responsibilities.

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APPENDIX A

APPENDIX A

PRINCIPAL'S QUESTIONNAIRE

1. Number of pupils in grades _____ to _____ inclusive. (Check one)

Under 100 _____ 301 - 400 _____ 601 - 700 _____ 901 - 1000 _____

101 - 200 _____ 401 - 500 _____ 701 - 800 _____ Over 1000 _____

201 - 300 _____ 501 - 600 _____ 801 - 900 _____

2. I hold the following license. (Check one)

T.L. 3 _____ T.L. I _____ P.C. II _____ P.C. IA _____

T.L. 2 _____ P.C. III _____ P.C. I _____ Other (Specify) _____

3. I have successfully completed the following. (Check those which apply to you)

(a) Nova Scotia Summer School block program in supervision

Year I _____ Year 2 _____ Year 3 _____ Year 4 _____

(b) Master of Education degree _____

(c) Master of Arts (in education) _____

(d) Other special training in education beyond level required for P.C. II license. (Be specific) _____

4. My total years of teaching experience (including this year) is _____ years.

5. My total experience as principal (including this year) is _____ years.

6. On the average, I teach _____ periods out of a possible total of _____ periods per week, where each period is _____ minutes in length. (Do not include supervision of study or library periods.)

7. In a typical week, I have the following secretarial help. (Check one)

No secretarial assistance _____
One secretary working half time _____
One secretary working full time _____
Other (be specific) _____

_____

PRINCIPAL'S WORK LOAD

The reporting and analysis of work load is a difficult job because of the great variety of tasks in which the principal engages and because each principal has a unique pattern of distributing his or her time.

The definitions on the left side of the table will assist you in assigning working time to the indicated categories. Many of the activities listed are not performed each weekday or every weekend. Please average the amount of time spent on such activities to achieve a daily or weekend allotment. Please indicate, as well, the time that you feel should be spent on the particular activity during an "average" weekday or "average" weekend. Make sure that the time spent on any activity is counted in ONE CATEGORY ONLY. Conversely, be sure that you include all the time that you spend in the conduct of your job under some heading.

Enter the amount of time opposite the appropriate activity in hours and/or minutes, (i.e., 3 hours, 2 hours 10 minutes, 35 minutes). "Average" weekday includes both school and after school hours.

Instruction
-teaching students in regular periods
-extra help to students outside regular periods
-supervising study and library periods.

Preparation
-preparing lessons, assignments, laboratory equipment, etc.

Testing
-construction, marking, and analyzing tests and examinations.

Supervision

Activity	Average Weekday		Average Weekend	
	Time Spent	Time You Feel Should Be Spent	Time Spent	Time You Feel Should Be Spent
Instruction				
Preparation				
Testing				

Supervision
-activities involved in improvement of instruction such as classroom observation, teacher consultations, staff meetings, etc.
-professional reading, professional meetings

Management
-activities of an organizational nature such as discussions with v.p. and members of school board, board meetings, school visitors, time-tabling, budget, planning and formulating policy, etc.

Clerical
-office routine such as filling and checking forms, correspondence, typing and duplicating, banking etc.

Staff Personnel
-discussions of a non-instructional nature with staff, janitors, bus drivers, etc., usually before and after school, over coffee, etc.

Pupil Personnel
-supervision of students before and after school, recess, noontime, bus, etc.
-supervising extra-curricular activities.
-pupil guidance including discipline problems, parental interviews.

Public Relations
-dealings with the public which provide a better understanding of the school's program, e.g. Home and School, preparing and delivering speeches, etc.

Supervision				
Management				
Clerical				
Staff Personnel				
Pupil Personnel				
Public Relations				
TOTAL				

YOUR WORK LOAD ↑ ↑ (Over)

Indicate the main hindrances to the desired use of your time. (You may check up to a maximum of three.)

1. Lack of clerical help. _____

2. Regular teaching duties. _____

3. Lack of administrative assistance. _____

4. Many demands of parents. _____

5. Interruptions by staff and pupils. _____

6. No hindrances. _____

7. Other hindrances. (Be specific) _____

_____

xxxxxx

APPENDIX B

7317 - 118 St.,
Edmonton, Alberta,
February 22, 1965.

Dear

As a high school principal in Nova Scotia, you are aware of the many activities connected with your position that demand your time. While doing graduate work in the field of Educational Administration at the University of Alberta this winter, I have become interested in how principals allot their time among these numerous and varied activities. Being a Nova Scotia teacher, I have decided to carry out an analysis of the work load of Nova Scotia high school principals. As such, I am soliciting your support.

I would appreciate it very much if you would complete the enclosed questionnaire and return it in the enclosed, stamped, self-addressed envelope Within One Week.

The results of this study may be of interest to you, in that you can compare your work load with those of your colleagues. Therefore, at the conclusion of the study, it is my intention to prepare a short report of my findings. If you wish a copy of this report, please place your name on the enclosed post card and return it to me.

Your cooperation in making this a 100% survey would be most appreciated. All information is for statistical use only, and as a result there is no need to place your name on the questionnaire.

Yours truly,

Reid E. Harrison.

Encls.

Dear

As a high school graduate in have months, you are aware of the many activities conducted at Luke Air Force Base that demand your time. While daily pressures work in the field of bi-national manufacturing at the University of Albert's Fair Airport, I have become interested in how participate pilot study time among these numerous and varied activities. Being a home-town lad, I have decided to dare, or at a minimum of the most level of Vera Cruzia ugly-tooned criticism. As such, I am initially in your support.

I would appreciate it very much if you would complete the enclosed questionnaire and send it to me in the enclosed, stamped, self-addressed envelope within one week.

The results of this survey may be of interest to you, in that you can compare your work load with those of your colleagues. Therefore, at the conclusion of the study, it is my intention to prepare a brief report of my findings. If you wish a copy of this report, please place your name on the enclosed post card and return it to me.

Your cooperation in making this a useful survey, would be most appreciated. All information is for statistical use only, and as a result there is no need to place your name on the questionnaire.

Yours truly,

Rick C. Martin

Enclo.

APPENDIX C

SCHOOL ADMINISTRATORS ASSOCIATION

TO NOVA SCOTIA SCHOOL ADMINISTRATORS

Mr. R. E. Harrison, formerly Vice-Principal at Hants East Rural High School, is currently studying at the University of Alberta for a degree of Master of Education in Educational Administration.

The topic which Mr. Harrison has selected for his thesis is "AN ANALYSIS OF THE WORK LOAD OF NOVA SCOTIA HIGH SCHOOL PRINCIPALS."

In order to complete this project, a questionnaire is being sent to certain principals throughout Nova Scotia. It is hoped that the Administrators who have been selected will complete the form and return it to Mr. Harrison.

Although the Research and Curriculum Committees of the N.S.T.U. conducted a survey of supervisory practices in 1961-1962, this current survey is more inclusive, since it intends to determine the amount of time spent by administrators in all of their activities.

Since this survey should prove of value to the administrators of Nova Scotia and to the S A A in particular, it is hoped that each administrator in the sample will cooperate in the project.

C. B. Macgillivray
President

SCHOOL ADMINISTRATORS ASSOCIATION

TO NEW SCHOOL BOARD ADMINISTRATORS

Mr. R. S. Bartram, formerly Vice-Principal at Lake Deer Rural High School, is currently studying at the University of Alberta for a Bachelor of Master of Education in Educational Administration.

The topic which Mr. Bartram has selected for his thesis is "AN ANALYSIS OF THE WORK LOAD OF NEW SCHOOL BOARD SCHOOL ADMINISTRATORS."

In order to complete this project, a questionnaire is being sent to certain principals throughout Nova Scotia. It is hoped that the Administrators who have been selected will carefully complete the form and return it to Mr. Bartram.

Although the Research and Curriculum Committees of the N.S.T.U. conducted a survey of supervisory practices in 1971-1972, this current survey is more-inclusive, since it intends to determine the amount of time spent by administrators in all of their activities.

Since this survey should prove of value to the administrators of Nova Scotia and to the S.A.A. in particular, it is hoped that each administrator to the sample will cooperate in the project.

C. T. Macintyre,
President

APPENDIX D

7317 - 118 St.,
Edmonton, Alberta,
March 11, 1965.

Dear

You, as a high school principal, have many things to do. Therefore, it is possible that you may have forgotten to complete and return the Principal's Work Load questionnaire sent to you a few days ago. If so, could I again ask your cooperation in this matter? I realize that this is an imposition on your time, but I believe that the study is of sufficient interest to the principals of Nova Scotia to ask for your assistance.

Please use the enclosed, stamped, return-addressed envelope to return your completed questionnaire.

If you have already returned the questionnaire, please disregard this reminder.

May I again thank you for your cooperation and assistance with this study.

Very sincerely yours,

Reid E. Harrison.

APPENDIX E

APPENDIX E

STUDIES ON HOW PRINCIPALS SPEND THEIR TIME

The Elementary School Principalship--A Research Study.[1] This survey, carried out in 1958, indicated that supervising principals spent 30 per cent of their time on administration, 14 per cent on clerical work, 3 per cent on teaching, 35 per cent on supervision and curriculum development and 18 per cent on community or public relations. This amounted to a 47.1 hour week.

The same study indicated that teaching principals spent 11 per cent of their time on administration, 9 per cent on clerical work, 60 per cent on classroom teaching, 10 per cent on supervision and curriculum development, and 10 per cent on community or public relations. All of these activities resulted in a 47.5 hour week.

This study also indicated that there was very little change in the percentage of time devoted to the various activities during the past thirty years. Similar surveys were carried out in 1928 and 1948. This section of the study concerned itself only with supervising principals. The percentage of time spent on administration was 30 per cent and 29 per cent in each of the above years. Supervision accounted

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[1]The National Elementary Principal, The Elementary School Principalship--A Research Study, Volume XXXVIII (The National Elementary Principal, 1958), pp. 97-100.

for 34 per cent and 39 per cent respectively, clerical work 18 per cent and 15 per cent respectively, teaching 4 per cent and 2 per cent respectively, while other duties accounted for 14 per cent and 15 per cent respectively.

The Oregon Association of Secondary-School Principals.[2] This study, carried out in 1952, indicated that Oregon secondary school principals spent 22.5 per cent of their time on office routine, 17.8 per cent on activity program, 13.0 per cent on teaching, 12.0 per cent on supervision, 8.4 per cent on pupil personnel, 6.6 per cent on professional meetings, 5.6 per cent on public relations, 4.6 per cent on administration of plant, and 9.5 per cent on other duties.

A Study of the Senior High School Principal in Texas 1957 - 1958.[3] This study found that Texas high school principals spent 43.4 per cent of their school day on administration, 14.1 per cent on improvement and supervision of instruction, 13.9 per cent on pupil personnel administration, 12.1 per cent on extra-curricular activities and 9.6 per cent on community relations. All of these activities resulted in a 9.3 hour work day.

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[2]H. V. McAbee, "Time for the Job," The Bulletin of the National Association of Secondary-School Principals, XLII (March, 1958), 39-44

[3]J. H. Goettee, "A Study of the Senior High-School Principal in Texas, 1957 - 1958," The Bulletin of the National Association of Secondary-School Principals, XLIV (February, 1960), 47.

for 39 per cent and 29 per cent respectively; classified work in per cent and 15 per cent respectively; teaching 4 per cent and 2 per cent respectively, while other duties accounted for 14 per cent and 15 per cent respectively.

The Oregon Association of Secondary-School Principals

This study, carried out in 1957, indicated that Oregon secondary school principals spent 28.5 per cent of their time on office routine, 17.0 per cent on activity supervision, 13.0 per cent on teaching, 12.0 per cent on supervision, 8.4 per cent on pupil personnel, 6.6 per cent on interpersonal meetings, 5.6 per cent on public relations, 4.0 per cent on administration of plant, and 8.0 per cent on other duties.

A Study of the Senior High School Principal in Texas 1957 - 1958.[3] This study found that Texas high school principals spent 23.4 per cent of their school day on administration, 14.3 per cent on instructional and supervisory instruction, 13.9 per cent on pupil personnel administration, 12.1 per cent on extra-curricular activities and 9.0 per cent on community relations. All of these activities required a 9.3 hour work day.

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[2] V. Nelson, "Time for the job," The Bulletin of the National Association of Secondary-School Principals, 41: (March, 1957), 144.

[3] H. Dowling, "A Study of the Senior High-School Principal in Texas, 1957 - 1958," The Bulletin of the National Association of Secondary-School Principals, 42: (February, 1958), 47.

Duties of Tennessee High School Principals.[4] This investigation indicated that the percentage of time spent on various duties by Tennessee high school principals is as follows: administration--45.3 per cent, supervision--19.6 per cent, guidance--11.5 per cent, public relations--8.5 per cent, clerical--7.5 per cent, research--3.9 per cent, teaching--1.6 per cent, and other duties--1.9 per cent.

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[4]F. L. Bass, "Duties of Tennessee High School Principals," The Bulletin of the National Association of Secondary-School Principals, XLV, (October, 1961), 82-84.

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[4]J. E. Dawe, "Duties of Terminals Still School Principals," The Bulletin of the National Association of Secondary-School Principals, 40, 1956, 41-47.

APPENDIX F

APPENDIX F

STUDIES ON HOW PRINCIPALS WOULD LIKE TO SPEND THEIR TIME

The Elementary School Principalship--A Research Study.[1] The study reported that supervising principals would like to spend 25 per cent of their time on administration, 4 per cent on clerical work, 2 per cent on teaching, 49 per cent on supervision and curriculum development, and 20 per cent on community or public relations.

When one compares the per cent of time actually spent on the various duties by supervising principals with the per cent of time that they would like to spend, it is apparent that the supervising principals are spending more time on administration and clerical work than they feel they should and less time on supervision than they would like to.

Teaching principals would like to spend 19 per cent of their time on administration, 7 per cent on clerical work, 30 per cent on classroom teaching, 28 per cent on supervision and curriculum development and 16 per cent on community or public relations.

Teaching principals are spending more time on teaching than they feel they should and less time on administration,

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[1]The National Elementary Principal, loc. cit.

APPENDIX F

STUDIES OF THE PERSONNEL NEEDS THAT THEY TO SCHOOL VARIOUS VIEWS

The Elementary School Principalship--A Research Study.[1] The study reported that superintendent principals would like to spend 25 per cent of their time on administration, 8 per cent on clerical work, 2 per cent on teaching, 10 per cent in supervision and curriculum development, and 20 per cent on community or public relations.

When one compares this per cent of time actually spent on the various duties by superintendent principals with the per cent of time that the superintendent principals would like to spend, it is apparent that the superintendent principals are spending more time on administration and clerical work than they feel they should and less time on supervision than they would like to.

Teaching principals would like to spend 10 per cent of their time on administration, 7 per cent on clerical work, 30 per cent on classroom teaching, 25 per cent on supervision and curriculum development and 15 per cent on community or public relations.

Teaching principals are spending more time on teaching than they feel they should and less time on administration.

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[1]The National Elementary Principal, Inc. op.

supervision, and public relations than they would like to.

The Oregon Association of Secondary-School Principals.[2] Oregon secondary school principals felt that they should spend 12.9 per cent of their time on office routine, 9.2 per cent on the activity program, 5.9 per cent on teaching, 22.0 per cent on supervision, 14.5 per cent on pupil personnel, 3.7 per cent on professional meetings, 6.7 per cent on public relations, 6.4 per cent on administration of plant, and 18.7 per cent on other duties.

Oregon principals are spending more time on office routine, activity program, and teaching than they feel they should, and less time on supervision and pupil personnel than they feel is justified.

Duties of Tennessee High School Principals.[3] Tennessee high school principals felt that they should spend 35.7 per cent of their time on administration, 29.2 per cent on supervision, 13.3 per cent on guidance, 9.7 per cent on public relations, 7.0 per cent on research, 2.0 per cent on clerical work, 1.0 per cent on teaching, and 1.6 per cent on other duties.

When one compares the actual and desired amounts of time spent on various duties, it is apparent that Tennessee

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[2]McAbee, loc. cit.

[3]Bass, op. cit., p. 83

supervision, and public relations than they would like to.

The Oregon Association of Secondary-School Principals.[2]

Oregon secondary school principals felt that they should spend 19.9 per cent of their time on office routine, 9.2 on case on the activity program, 5.0 per cent on teaching, 20.0 per cent on supervision, 14.5 per cent on pupil personnel, 3.7 per cent on professional meetings, 6.7 per cent on public relations, 6.4 per cent on administration of plant, and 18.7 per cent on other duties.

Oregon principals are spending more time on office routine, activity program, and teaching than they feel they should, and less time on supervision and pupil personnel than they feel is justified.

Duties of Tennessee High School Principals.[3] Tennessee high school principals felt that they should spend 21.1 per cent of their time on administration, 20.2 per cent on supervision, 13.3 per cent on guidance, 9.7 per cent on public relations, 7.0 per cent on research, 6.0 per cent on clerical work, 1.0 per cent on textbook, and 1.0 per cent on other duties.

When one considers the actual and desired amounts of time spent on various duties, it is apparent that Tennessee

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[2] Packard, loc. cit.

[3] Shaw, op. cit., p. 93

high school principals are spending more time on administration and clerical duties than they feel they should and less time on supervision than they would like to.